

TEST ADMINISTRATION MANUAL



Reading
Writing
Listening
Speaking

grades

K-2

South Carolina
Department of
Education

Spring 2011

Spring 2011 ELDA K–12 Testing Schedule

Date	Activity
January–February	Schedule and conduct training sessions for School Test Coordinators (STCs), Test Administrators (TAs), and monitors.
Monday, December 6–Friday, January 7	Districts order customized test materials online from Data Recognition Corporation (DRC).
Monday, February 21	State ELDA testing window begins.
Friday, April 15	State ELDA testing window ends.
Within one to three days after testing:	District Test Coordinators (DTCs) return all test materials to DRC.

Districts will have six weeks within the state window in which to administer the ELDA. Because spring break occurs during the state window, it is not necessary for the district window to be six consecutive weeks.

DTCs are responsible for the training of all personnel who will be administering the ELDA. DTCs must plan and schedule training sessions prior to testing.

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Introduction

Title III law, a part of the No Child Left Behind Act of 2001, requires that states develop annual measurable achievement objectives (AMAOs) for limited English proficient students. These objectives are to include (1) annual increases in the percentage of students making progress in learning English; (2) annual increases in the percentage of students attaining full English proficiency; and (3) adequate yearly progress (AYP) for limited English proficient (LEP) students. The English Language Development Assessment (ELDA) was developed to serve as the tool for gathering necessary data for establishing and reporting AMAOs 1 and 2. The ELDA consists of four tests designed to measure academic and social language proficiency in the domains of listening, speaking, reading, and writing. From the listening and reading tests, a comprehension score is calculated. Overall English proficiency—ELDA composite levels (1–5)—is derived from all four domains: listening, speaking, reading, and writing.

The ELDA test was developed collaboratively by member states in the English Language Learner State Collaborative on Assessment and Student Standards (ELL SCASS) and the Council of Chief State School Officers (CCSSO), and was partially funded by a grant from the U.S. Department of Education. The first statewide administration of the ELDA in South Carolina took place in spring 2005. This initial administration involved all limited English proficient students in grades 3–12. A Kindergarten through second grade (K–2) version of the assessment was developed and administered to all K–2 limited English proficient students in spring 2006.

Using This Manual

This *Test Administration Manual (TAM)* for the ELDA K–2 contains general information about the inventories and specific information about completing the ELDA reading, writing, listening, and speaking inventories for grades K–2.

The information in this manual is essential to the successful administration of the ELDA K–2. Before completing the inventories, review the information in this manual to familiarize yourself with the assessment administration procedures.

Test Security

Legal Requirements

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

Test Security

State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2008), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, "local school board" means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the South Carolina Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

Test Security

- VII.
 - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
 - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SCDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

Test Security

- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms...) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization...) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the South Carolina Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Test Security

Reporting Violations

All suspected test security violations as defined in S.C. Code Ann. §59-1-445 (2004) or 24 S.C. Code Ann. Regs. 43-100 (Supp. 2007) must be reported to the South Carolina Department of Education (SCDE). The DTC and the STC are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation that serves as a summary of the information obtained from all persons interviewed who have knowledge of the incident.

Following an internal SCDE review of the submitted documentation, and considering the gravity of the alleged violation, the SCDE will take one of three actions:

1. the incident will not be reported to the South Carolina Law Enforcement Division (SLED);
2. the incident will be reported to SLED for information; or
3. the incident will be reported to SLED for investigation.

As appropriate, the DTC and/or the Superintendent will receive an e-mail or a memorandum indicating which of these actions is being pursued by the Office of Assessment. Reports may serve as a basis of initiating invalidation of test scores or other actions by the Certification Review Committee or the State Board of Education.

Required Documentation

The following documents must be completed and submitted to the program manager for the appropriate assessment program Susan Creighton (PASS); Angela Griffin (ELDA); Lane Peeler (EOCEP); or Nancy Whitlock (HSAP).

1. **Test Security Violation Action Form** – This form **must be typed and e-mailed to the program manager**. A Word file may be downloaded from the Office of Assessment Web page: <http://www.ed.sc.gov/agency/Accountability/Assessment/TestSecurity.html>.

The Action Form must include all of the requested information including the identification of the person who allegedly committed the violation and their certificate number.

Also indicate the regulation that has been violated. The regulation violation item should have the exact wording of the violation(s) as stated in the S.C. Code Ann. § 59-1-447 (2004) and provided in the TAM for each assessment program. For example, if a teacher assisted a student on the test, what should be typed on the Action Form following Regulation Violation(s): is “H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing...”

The description of the violation section of the Action Form should be a concise summary of the incident. The summary should include the basic elements of who, what, when, why, and how the violation occurred. This section does not replace an overall summary written by the DTC.

Test Security

2. **Supporting Documentation** – This information would include all of the following items:
- a. written statements from all adults involved in the incident
 - b. summaries of any interviews with students
 - c. IEP team meeting minutes with an indication of their recommendations
 - d. a summary of all applicable information from the DTC indicating actions, if appropriate, taken by the DTC or the district office

The supporting documentation can be e-mailed, faxed, or mailed to the appropriate assessment program manager: Susan Creighton (screight@ed.sc.gov); Angela Griffin (agriffin@ed.sc.gov); Lane Peeler (lpeeler@ed.sc.gov); or Nancy Whitlock (ncwhitlo@ed.sc.gov).

Documents may be faxed to 803-734-8886 if a staff member in the Office of Assessment has been notified in advance.

How to Conduct an Investigation and Document the Information

The following paragraphs outline more specific information about how to conduct an investigation and to document the information included in the test security violation report.

- A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test coordinator (STC) or the District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment Program Manager.
- B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. The investigation should capture information including the “who, what, where, when, and how” of the incident.
- C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. **Affidavits must be signed and dated in ink by the person making the statement.** It is not necessary to have individual statements from students.
- D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- E. The STC or DTC must write a concise summary of events. This summary can be included in the Description of Violation section on the *Test Security Violation Action Form*. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, whether the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness. The additional information regarding the incident may be attached to the Action Form.

Test Security

2010-11 Test Security Violation Action Form

Submit this form electronically to the Program Manager (Word file).

For Office Use – Circle, Initial, & Date:

A B C D E F G H I J K L M N

Program Manager/Date: _____

Supervisor/Date: _____

District Name:

Program: indicate ELDA, EOCEP, HSAP or PASS.

School Name:

Name of Person Completing this Document:

Telephone Number:

Date of Form Completion:

Legislative Violation(s) S.C. Code Ann. 59-1-445 (2004): *(Example: (a) Give examinees access to test questions prior to testing.)*

Regulation Violation(s): *(Example: J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test.)*

A. Name of person(s) who reported the alleged violation:

B. Date(s) of the alleged test security violation:

C. Name of person(s) who committed the violation:

D. Administration or Teacher certification number(s):

E. Test subject:

F. Grade level of the test:

Description of Violation: *(Provide a short, concise summary of the violation.)*

Complete this report and e-mail it to the DTC. DTCs must e-mail this form to the appropriate Program Manager.

Test Security

Test Security Violations and Students with Disabilities

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodations are provided for students with disabilities in accordance with each student's Individualized Education Program (IEP) or 504 Plan.

State Board of Education Regulation 24 S.C. Code Ann. Regs. 43-100 (Supp. 2007) states that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations for students with disabilities, the DTC must report the test security violation in accordance with the procedures outlined in the previous section.

The school/district must also convene the IEP/504 Plan team to review the test security violation. During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. The team must address the test security violation as follows. If a student

- **received an accommodation** that is not specified in the IEP/504 Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- **did not receive a testing accommodation** that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the test is returned for scoring.
- **the test administration is not valid**, the district must invalidate the test by placing a **Do Not Score** label on the student's inventory booklet and return the inventory booklet to the contractor.

Test Security

Test Security Agreement Forms

All school and district personnel who will have access to secure test materials are asked to sign the *Agreement to Maintain Test Security and Confidentiality* form. Three types of forms are available for district/school use. One form is for DTCs and STCs, one form is for test administrators, and the other form is for monitors and all other personnel who may assist with testing. Test security forms should be signed after each person has participated in ELDA training. The DTC is responsible for collecting and storing the forms for three years.

These forms are provided in **Appendix B**. They may be copied. Districts may add their own test security agreements.

Secure Materials

- Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials **must not be stored** in the same room as a copy or a fax machine or any other frequently accessed equipment.
- **The STC is responsible for inventory control; schools and districts are held responsible for missing materials.**
- Schools must use the School Security Checklist to track and monitor the distribution and receipt of test materials.
- All secure test materials must be returned and signed in on the School Security Checklist immediately after testing is complete.
- Provide an explanation on the School Security Checklist for any secure test materials that are not received or returned to the STC as required.
- The STC must provide all additional secure test materials needed by the TA. Secure test materials must not be exchanged among TAs without checking those materials in and out with the STC and documenting the exchange on the School Security Checklist.

Coding of Demographic Information on Inventory Booklets

Sessions supervised by the STC for the coding of student demographic information may be held no more than two weeks before testing.

Security Checklists

- The STC may open packages of inventory booklets up to two weeks before the first day of testing to prepare the test materials for distribution (including supervised sessions for labeling and coding of inventory booklet cover pages).
- Secure test materials, however, must be stored in a secure location and may not be distributed to TAs until the first day of testing. Open only what is needed for testing.

SCDE Policies

Administrative Guidelines

The ELDA K–2 inventory items are not secure. However, security regulations **do** apply to inventory booklets once confidential student information is bubbled or provided via a student precode label. **These secure materials are not to be left unattended at any time.** When not in use, inventory booklets should be placed in a secure, locked cabinet, closet, drawer, etc., or all inventory booklets should be taken with the person.

Student Participation

All students in grades K–12 who are determined to be limited English proficient (LEP) must be tested. This includes those students whose parents have waived direct ESOL services.

Students to be tested on the ELDA are those who fit the criteria for PowerSchool ESL codes A–D and 1–5. Students enrolled after March 25, 2011 do not have to take the ELDA until the following spring administration.

The determination of proficiency is initially based upon a home language survey and the initial assessment of English proficiency. Subsequent to this initial determination, English proficiency is determined by student performance on the ELDA. Students with limited English proficiency must continue to take the ELDA until they have scored at Level 5, Fully English Proficient. **The Level 5 score must be from an ELDA grades 3–5 or higher test.**

Prior to testing, all LEP/ESOL students must be properly coded in PowerSchool. The following fields must be updated: English Prof, US Sch Entry Date, 1st Lang Spoken, ESOL 01–13, and ELLI 01–09.

This testing policy includes all LEP students with IEPs or 504 Plans, suspended LEP students, home school LEP students who are registered through the district or local school board, homebound LEP students, homebased LEP students, charter school LEP students, and LEP students who are incarcerated.

LEP students who are **not** tested include the following:

1. students who are **expelled (unless** the student has an IEP),
2. home school students who are registered through one of the **professional home school organizations** [S.C. Code Ann. § 59-65-47 and Section 59-65-45], and
3. students who attend a private school.

Suspended Students

Students who are suspended (with or without disabilities) must be tested. The district or school should consider delaying the suspension dates until the inventories can be completed.

SCDE Policies

Home School Students

Parents or guardians may teach their children at home if the district board of trustees of the district in which the children reside approves the instruction.

Students whose home school program is registered through the district must be tested according to the following legislation:

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the test administrator if the test is administered at the student's home... [(S.C. Code Ann. § 59-65-40 (A) (6) (1990)].

Students who are home schooled outside the district's authority **cannot be tested** with state tests. These students are considered private home school students and private school students are not tested with state tests.

Homebound Students

Homebound students (with or without disabilities) are those students who receive instruction at home or in the hospital because they cannot attend school due to illness or accident, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required tests to a student who is sick and homebound if the student is physically and/or mentally able to take the test.

Homebased Instruction

Homebased instruction includes students who normally receive instruction at a place other than school because the student's IEP team has determined this placement to be the appropriate, least restrictive environment for the administration of the student's educational program. The district must send a TA to the place of instruction.

Testing Environment

Planning for and providing an appropriate test setting is essential. The following are some considerations for ensuring that all students have an equal opportunity to perform their best on the ELDA.

- Students should be tested in rooms that have good lighting, adequate ventilation, and sufficient space.
- Schools are strongly encouraged to avoid large-group administrations in settings such as the library or cafeteria.
- Testing in a familiar classroom setting should reduce test anxiety for students and should simplify test security.
- Word walls must be taken down or covered during any type of testing.

SCDE Policies

Testing Disruptions

Make contingency plans for unexpected disruptions. Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick-up children during the test period, etc.

If a **fire drill or bomb threat** occurs during testing, the TAs should collect inventory booklets and other secure materials as the students file out of the room. The TA can keep the test materials secure by taking them outdoors or locking them in a secure location within the classroom.

If a **power failure** occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to another day within the state testing window.

Testing Irregularities

Often incidents occur during testing that may impact a student's score. Testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*. For example, a student may become ill or a disruptive student may disturb classmates taking the test.

STCs and DTCs need to be informed of these situations so that a decision can be made regarding the validity of the student's score. The *ELDA Irregularities Form*, found in **Appendix B**, is provided so that test administrators can record and report these incidents to the STCs.

TAs should report any incident on the form that is believed to significantly affect a student's score. It is not necessary to record minor incidents such as a sleeping student, a daydreaming student, a student reading aloud, or accidental noises such as a garbage truck or the Public Address system.

STCs, in conjunction with the DTC, should collect and review the irregularities to determine if the school or district should take further action. Some irregularities may necessitate the addition of an explanation to a student's record.

Each DTC must keep the *ELDA Irregularities Forms* on file for one year. **Do not send these forms to the test contractor.**

Student Injury

Students who suffer injuries may be scheduled for testing later in the testing window if the student's condition warrants this delay.

Student Illness

Only with proper documentation, students who are described by a doctor as "physically and/or mentally unable to test" or "medically unable to attend school" during the testing window are exempt from taking the ELDA. Be sure to request the proper medical documentation from the parents. Place a **Do Not Score label** on the student's inventory booklet before returning it to the contractor.

SCDE Policies

Student Becomes Ill During Testing

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement as needed. For any of these situations, document the incident in the student's records, indicating that the specific score may not be representative of the student's achievement.

Guidelines for Students Who Become Ill During Testing

1. The TA should excuse the sick student from the testing room. The TA should not leave the room. If possible, send a monitor to accompany the child to the restroom, nurse's office, or other sick room.
2. If necessary, school procedures for dismissing students from the room should be followed as specified by school policies and procedures. Students should take a supervised break until the sick child is situated and the student's desk and the classroom have been cleaned. The determination to remove students from the classroom depends on the severity and the timing of the sickness. If available, students could be moved to another classroom to complete the test.
3. The TA can retrieve and save the student's inventory booklet for further use if it was not severely damaged. Reusable inventory booklets are those that can be scanned electronically for scoring.
4. It is acceptable to transfer student responses from the damaged inventory booklet to a new inventory booklet (obtained from the school overage) if the transcription can be accomplished in a supervised, secure setting.
5. The TA should return the damaged test materials to the STC and sign in the test materials.
6. Damaged inventory booklets should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and this action must be documented on the security checklist so that test integrity is maintained at all times.
7. If a new inventory booklet is needed during testing, obtain the appropriate grade cluster inventory booklet from school overage, remembering to sign for the materials on the security checklist at the appropriate times. The security number of the new inventory booklet must be entered in the appropriate place on the security checklist.
8. Remember to place a single document label on the new inventory booklet and handcode all student demographic information. Follow the directions provided in **Appendix A**.

Test Materials

Manuals

The *TAM* provides policies and procedures for all test administration personnel, but particularly DTCs, STCs, and TAs to read and implement during the administration of the ELDA.

- The *TAM* is not a secure document. STCs and TAs may keep the *TAM* so that it is available for reference during test administration.
- The *TAM* covers specific information about the ELDA administration, test security, test materials, test administration directions, and coding instructions for the ELDA.
- A *TAM* should be given to each TA as early as possible before the ELDA administration to provide ample time to read and study the procedures and administration directions.

The *DTC Supplement* provides additional guidelines and procedures that each DTC will follow for receipt and return of test materials.

Materials Sent to Schools

All ELDA K–2 inventory booklets for each school are individually numbered and must be accounted for throughout the assessment and returned to DRC after testing (BOTH USED AND UNUSED).

Secure materials include:

- All K–2 inventory booklets

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the STC. Unless directed otherwise by the STC, TAs are responsible for returning secure assessment materials to the storage area after each administration. Only those individuals authorized by district policy should have access to these materials. Under no circumstances should students have access to assessment materials before or after the assessment session.

Supplementary Test Materials

Reference Material

Use of the following types of reference materials is **not** permitted during test administration: dictionaries and thesauruses, word lists, spelling lists or books, wall lists, and other alternative types of reference books.

School Test Coordinator's Section

STC Section

DTC Requirements

- DTCs **must** participate in the spring pretest workshops presented by the SCDE and the contractor. These workshops will be conducted via WebEx sessions in January.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring ELDA.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs. This training should include all information provided at the spring pretest workshop.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with ELDA administration. This includes retired teachers; additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the spring pretest workshops, such as test security, coding, administration, and receipt and return procedures.
- DTCs **must** provide each STC and TA with a *TAM* prior to the testing window so that they have the opportunity to become knowledgeable of all policies and procedures in this manual.
- DTCs **must** read and understand all of the policies and procedures given in the *TAM*. DTCs are also expected to follow the additional procedures set forth in the *DTC Supplement*.
- DTCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. These forms are included in **Appendix B**.
- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding, the administration directions, policies and procedures for assessing students with disabilities, the testing schedule, and the receipt and return procedures.

STC Requirements

- STCs are responsible for knowing and understanding all of the policies and procedures given in the *TAM*.
- STCs **may** attend the spring pretest workshop presented by the contractor and the SCDE to receive training on test security procedures, the receipt and return of test materials, and other policies and procedures regarding the administration of the ELDA.
- STCs **must** be certified employees of the district. It is the responsibility of the DTC to approve qualified STCs.
- DTCs or STCs **must** hold training sessions for TAs (including substitutes) and monitors. Training sessions should cover test security, coding, administration, and return procedures.

School Test Coordinator's Section

- DTCs or STCs **must** provide TAs with procedures to follow if circumstances occur that disrupt testing (e.g., the fire alarm rings, a student becomes ill or uncooperative, one or more students appear to be cheating).
- Each TA **must** receive a *TAM*. *TAMs* should be available and retained by the TA throughout the testing session so that they have sufficient opportunity to become knowledgeable of all policies and procedures.

Before Test Administration

Step 1 – Train TAs and Monitors

- Each STC must read the *TAM*.
- Each STC must read and sign the *Agreement to Maintain Test Security and Confidentiality* form found in **Appendix B**.
- The STC must select and train TAs several weeks before the testing period.
- The STC is responsible for ensuring that each TA receives a *TAM*. The STC must instruct each TA to read the *TAM* before testing begins.
- The STC is responsible for ensuring that each TA understand the policies and procedures provided in the *TAM*.
- After training, the STC is responsible for collecting signed *Agreement to Maintain Test Security and Confidentiality* forms from all TAs and monitors. You may photocopy the forms in **Appendix B** as needed.

Step 2 – Take Inventory

- Retain the original shipping boxes for returning test materials.
- Check the materials specified on the packing lists against materials received. Materials for each grade cluster are printed in specific colors.
- Compare ranges of security numbers on the range sheets, which are visible through the shrinkwrap, with those listed on the security checklists and packing lists.
- Check the quantities of materials received to ensure that there are sufficient materials for the students scheduled to take the tests.

School Test Coordinator's Section

- Once materials have been inventoried, notify the DTC if any secure materials are damaged, missing, or if the school needs additional materials.
 - **Damaged materials:**
Work with the DTC to determine whether to use test materials with rips, folds, creases, poor print quality, or other types of irregularities.
 - **Missing materials:**
 1. Mark all missing materials on the School Security Checklist.
 2. Inform the DTC; the DTC will notify the contractor.
 - **Additional materials:**
If you receive any additional materials from the DTC, record the type of documents and the security numbers of the secure materials received on the appropriate page.

Step 3 – Prepare for the Test

Identification of Inventory Booklets

- Make sure that all inventory booklets have the appropriate student identification information.
- All scorable inventory booklets must be identified by student name through one of the following ways:
 1. a precode label (correctly applied); or
 2. a single document label (correctly applied, with appropriate handcoding completed on the inventory booklet cover).

Follow the instructions in **Appendix A** for applying the appropriate type of label (e.g., single document labels, home school single document labels) if you are testing a student who does not have a precode label on their inventory booklet.
- All labels must be applied by the STC or by trained personnel in sessions supervised by the STC.

During Test Administration

Step 1 – Use Security Checklists

- On each day of testing, sign out only the secure materials needed for that day.

Step 2 – Maintain Test Security

- Ensure that all school personnel involved in the test administration adhere to the test security guidelines. Any breach of test security must be reported in accordance with the Test Security Legislation, State Board Regulations, and the directions indicated in this manual.
- Be available to answer questions that may arise.

School Test Coordinator's Section

Administration Using an Incorrect Inventory Booklet

It is a test security violation to administer an incorrect test to a student. Examples of this type of situation may include the following:

- a. student is assessed using an incorrect grade-level inventory; and
- b. student is assessed using an incorrect inventory (booklet with another student's name on it).

Documentation Procedures

1. The TA must notify the STC as soon as possible regarding this error. The STC must notify the DTC.
2. The STC must locate the correct inventory booklet or assign the student a new booklet from school or district overage. Use the School Security Checklist to sign booklets "in" and "out."
3. The STC must place a Do Not Score label on the incorrect inventory booklet(s).
4. If school or district overage is used, the STC must retrieve the inventory booklet belonging to the student and place a single document label on the booklet. Handcode the student's name and demographic information following the procedures in **Appendix A**.

Step 3 – Supervise Materials Return

- Immediately after testing, TAs must return and sign in all secure test materials. If secure materials were signed out to a TA but not returned, document this in the "Reason if Item is Not Returned" section at the end of the School Security Checklist with all details known.

Materials Return

Step 1 – Verify Labeling

- **Make sure that all scorable inventory booklets have an appropriate student label.** Appropriate labels include: a precode label or a single document label.
- **If inventory booklets are returned to the contractor without a precode or single document label, they will not be scored.** Rescores will be at the district's expense.
- Place a Do Not Score label on any **used inventory booklet** that should not be scored.
- Do not open unused shrink-wrapped materials.

Step 2 – Verify Answer Document Coding

- Check and edit both sides of the front cover of each used inventory booklet to verify that all information is complete and accurate.

Step 3 – Sign Security Checklists

- Use the School Security Checklist to indicate the materials that have been packaged for return. The STC and preferably one other person should initial the appropriate column on the School Security Checklist.

School Test Coordinator's Section

STC Section

Step 4 – Return Materials

- Make sure you know the date you need to return the test materials to your DTC.
- Use original shipping boxes
- Return school security checklists with the secure materials.
- Return all secure ELDA materials.
- Do not place home school materials in boxes; return them separately to the DTC.
- Keep all secure test materials in locked storage until they are returned to the DTC.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a return shipping label on the side of each box. The return labels are school specific. Do not use labels assigned to another district or school.

Do not return the following materials to the DTC:

1. *TAMs*. Retain several copies of the manuals after testing for reference purposes.
2. Unused student labels and shipping labels.
3. *ELDA Testing Irregularities* forms. (The STC should keep these forms on file.)
4. *Agreement to Maintain Test Security and Confidentiality* forms. (Send all forms to the DTC, but do not place the forms in the boxes being returned to the contractor.)

The STC should make arrangements for these materials to be stored or discarded. Should you need further assistance or have questions regarding the return of your materials, contact your DTC.

Test Administrator's Section

Test Administrator Requirements

- Each TA should have a copy of the *TAM*. TAs are responsible for knowing and understanding all policies and procedures discussed in the *TAM*.
- It is the responsibility of the DTC and/or the STC to provide adequate training for all TAs.
- Because the ELDA K–2 is an observational instrument, TAs should be familiar with the student's listening, speaking, reading, and writing abilities. It is recommended that the student's mainstream teacher, or other qualified person familiar with the student's work, perform this function.
- It is the DTC's responsibility to approve qualified TAs. TAs, however, must meet one of the following criteria:
 1. an employee of the district who is certified;
 2. an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
 3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
 4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
 5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.

Note: TAs cannot administer tests to close relatives (e.g., children or grandchildren).

Before Test Administration

Step 1 – Attend Training and Sign Forms

- Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed.
- All TAs and monitors who will have access to ELDA secure test materials must sign one of the Test Security Agreement forms found in **Appendix B**. These forms may be photocopied, if needed. Those who sign the agreement are required to follow the procedures and ensure the security of the test materials at all times.

Step 2 – Prepare for Testing

- Help with the preidentification and labeling of inventory booklets if requested by your STC.

Test Administrator's Section

Step 3 – Day of Testing

- Sign out secure materials as needed from the STC. Do not leave secure materials unattended at any time. If a TA must leave the room the inventory booklets should be placed in a secure, locked cabinet, closet, drawer, etc., or all inventory booklets should be taken with the person.
- Make sure that each inventory booklet is precoded with a student name through labeling. **Contact the STC if you have any inventory booklets that are not preidentified.**
- Make sure there are no systematic errors in the preprinted information on the label, such as inaccurate information contained on all labels for your class. Contact the STC immediately if you find any such errors.
- Check through the inventory booklets to make sure there are no errors (missing pages or pages out of order) or damaged materials (e.g., those with rips, folds, creases, poor print quality). **Contact the STC if you find any errors or damaged inventory booklets.**

During Test Administration

Step 1 – Inspect Classroom

- All books, papers, class materials, and personal belongings (including cell phones) should be put away.

Step 2 – Follow Administration Procedures

- Depending upon the test and grade level being administered, follow the appropriate administration directions given in the *TAM*. Refer to the Teacher Support Materials and ELDA K–2 Guide sections of the *TAM* (pages 23–98) for detailed administration directions and tips.

After Test Administration

- If applicable, complete the *ELDA Testing Irregularities* form (located in **Appendix B**) to document any situations in which testing directions (policies and procedures) were not followed as specified in the *TAM*.
- Make sure that all required demographic information on the inventory booklets has been completed. See **Appendix A** for instructions on completing the demographic information.
- Return all materials to the STC.
- Sign in secure materials on the School Security Checklist.

Administration Guide

This section provides directions for administering the ELDA for students in grades K–2 (ELDA K–2). The tests are observation inventories that are completed by the TA. Many of the inventory entries call for the use of prompts and other materials with which students will interact. Sample materials are included in the Teacher Support Materials section of this manual. Other materials are suggested, along with guidelines for selecting additional support materials. **When completing the inventories, always use a No. 2 pencil.**

Overview of the Inventories

There are two separate inventories, one for kindergarten students and one for students in grades 1–2. Separate directions are provided for each level of the inventories. General features shared by both inventories are provided below. A description of the differences between the kindergarten and grades 1–2 inventories is included on the following page.

General Features Common to Both Inventories

- For each of the inventories, observe each student over a period of time (at least one week) before making any entries. The scores you bubble (0, 1, 2, or 3) for each row should reflect typical student behaviors over time, not just a single observation. If the student has not yet demonstrated the behaviors required for score point 1, then observe at least one more time before bubbling a 0. In some instances, it will be necessary to observe a student at least twice if the student's response is not entirely clear or if you have difficulty assigning a score.
- You will rate each student on a variety of activities. You will bubble **scores ranging from 0 to 3**, depending on the student's level of performance. Observe the student, compare the student's behavior to the four score point statements (0, 1, 2, or 3), and bubble the score in the last column on the right.

Here are two **sample entries** for the listening inventory.

Example 1

L01	<i>1.1 Follow simple one- to four-step directions in sequence to complete a task with and without visual support.</i>				
	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0–3)
	Does not meet Score Point 1	Student follows simple one-step directions given in English with or without visual support (pictures, gestures, modeling).	Student follows two-step directions given in English with or without visual support.	Student follows at least three-step directions given in English with or without visual support.	① ② ③

Administration Guide

Example 2

L07	4.2 <i>Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.</i>				
	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0–3)
	Does not meet Score Point 1	<p>After listening to a simple direction presented in English, a student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • sorting pictures into groups, indicating generalization • drawing pictures to indicate a prediction or a conclusion 	<p>After listening to a simple short story or conversation presented in English, a student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • sorting pictures into groups, indicating generalization • drawing pictures to indicate a prediction or a conclusion 	<p>After listening to a complex long story or conversation presented in English, a student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • sorting pictures into groups, indicating generalization • drawing pictures to indicate a prediction or a conclusion 	① ② ③

It is important to note that while each of the behaviors on which you will rate students is designated Level 0, 1, 2, or 3, these levels do **NOT** correspond in any way to the proficiency levels students demonstrate with respect to overall performance:

Level 1 – Pre-Functional

Level 2 – Beginner

Level 3 – Intermediate

Level 4 – Advanced

Level 5 – Fully English Proficient (FEP)

Differences Between the Inventories for Kindergarten and Grades 1–2

Some of the tasks in the inventory for grades 1–2 are not appropriate for kindergarten students. These tasks have been removed from the kindergarten version. In some instances, the wording or the focus of a task in the inventory for grades 1–2 has been altered to make it more appropriate for kindergarten students.

Administration Guide

Who Can Administer the Inventories?

The ELDA K–2 inventories should be administered by the classroom teacher, ESL teacher, or other qualified person familiar with the student and the objectives being assessed. Because the information recorded in the inventories will be collected over a period of time, it is likely that more than one person will enter some of the information. When two or more people enter information in an inventory, they should discuss roles and responsibilities in advance and also discuss the information they are entering.

Teacher Support Materials

The purpose of these materials is to provide examples of prompts to which students may respond. These materials are provided as **suggestions only**; they are not the only materials you can use. In fact, it is recommended that you use other materials available in your classroom so that you and your students will be more familiar with them.

There are two sections in the Teacher Support Materials, one for kindergarten and one for grades 1–2. Each section is linked to a specific row in a particular inventory. The inventory will contain a reference to any associated support material, and the associated support material will have the inventory row number and content standard listed at the top. In this manual, there will also be references to specific support materials by inventory and row.

Each inventory row provides descriptions for scores of 0, 1, 2, and 3. Many of the support materials provide instructions, not just for presentation, but for assigning scores. Study the scoring directions carefully before using any of the support materials. Again, since these materials may also be used to stimulate your own thinking about other materials you may wish to use, it would be appropriate to pattern scoring for your own materials after the scoring suggestions found in the Teacher Support Materials. Particularly at grades 1 and 2, where students may be using graded readers, we suggest that those resources be used as much as possible with scoring suggestions from the Teacher Support Materials. Refer to specific inventory rows in the Teacher Support Materials for additional details.

General Concerns

Before administering the inventories, there are three general concerns you should address: passage length, level of support, and grade appropriateness of individual words and reading texts. Because ELDA is administered throughout the state, and because curriculum materials vary, it is not possible to establish a single set of definitions that work for all districts. Because each concept will come up fairly frequently, it is advisable to consult local curriculum authorities for guidance before administering the inventories.

- In reading and in listening, there are references to passages or conversations that are short, medium, or long. Having defined these terms locally, then consistent application is left to the test administrators.
- All four inventories refer to varying levels of teacher support. Support includes prompting and providing encouragement, clues, or other assistance to get the student to make a desired response. For scores of 3 (highest score), students are generally expected to respond entirely unassisted. What constitutes low, moderate, or high levels of support is left up to local discretion. As with passage length, consistency in applying whatever definition of support level you choose is the key to good administration.

Administration Guide

- The reading inventories contain several references to common or high-frequency words. The Teacher Support Materials section does not contain sets of such words or suggestions as to which words such sets might contain. Districts should use the common or high-frequency words used with regular classroom instruction.

Tips for Administering the K–2 Assessments

The inventories are designed to record typical student behavior. Typical behavior is not generally observed at a single point in time. Instead, it will be necessary to observe students over a period of time before drawing a conclusion about a given student's typical behavior. In Example 2 (page 24), for example, it would not be appropriate to simply give each student a complex four-step direction, note the response and then record an observation. The administrator should 1) give the student several different directions, in different situations for different purposes; 2) then observe the student interacting with other adults and other children in situations that require responding to directions (both academic and social); 3) draw a conclusion about the student's typical level of response; and finally 4) record that observation as a 0, 1, 2, or 3 on the inventory.

It is important that you become familiar with each of the inventories and the behaviors they address. All inventories and objectives are included in the Teacher Support Materials. **Make a point of observing each student over a period of time—one to two weeks. Also make a point of observing each student in more than one setting (e.g., regular classroom, resource room, media center, playground, cafeteria, non-language instruction such as math or art) in more than one type of interaction (e.g., with peers, familiar adults, unfamiliar adults).** Transitional time, such as returning from recess or the cafeteria, putting away personal items, or getting supplies, are often rich with opportunities to observe listening and speaking behaviors. Be familiar with the behaviors in advance, be on the lookout for them in a variety of settings, and then record your observations. Some of the behaviors on some of the inventories are less likely to occur naturally than others and will need to be prompted.

Administration Guide

Kindergarten, Grades 1–2

The Teacher Support Materials are provided to assist in administration of the ELDA for kindergarten and grades 1 and 2.

The materials are organized in the following sections.

- **Kindergarten**

1. **Guidelines for Completing the Inventory (pages 28–34)**

Provides an overview of the inventory and a description of how to score each row in the inventory.

2. **Teacher Support Materials (pages 35–57)**

These are sample materials for selected rows in the reading and writing inventory that the test administrator may use for administering the inventories. There are no support materials provided for listening or speaking.

- **Grades 1 and 2**

1. **Guidelines for Completing the Inventory (pages 59–65)**

Provides an overview of the inventory and a description of how to score each row in the inventory.

2. **Teacher Support Materials (pages 67–98)**

These are sample materials for selected rows in the reading and writing inventory that the test administrator may use for administering the inventories. There are no support materials provided for listening or speaking.

Administration Guide

Guidelines for Completing the Reading Inventory for Kindergarten Students

The kindergarten reading inventory contains 14 rows describing various reading and pre-reading behaviors. These behaviors represent varying degrees of mastery of content standards for reading. Each behavior is scored on a 0–3 point scale. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Score column.

On the kindergarten reading inventory, the rows are numbered R01–R14. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the reading inventory, study the 14 rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Also examine the Teacher Support Materials to determine which ones you will use and how you will use them. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Reading Inventory

The skills in the reading inventory build from R01 to R14 from very simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

- R01** “Few,” “some,” and “all” letter definitions are clearly defined in the score point descriptors for Row 1. It may be helpful to maintain a record sheet similar to the one used for Row 2 (see below) to keep track of how a student is mastering each letter-sound relationship.
- R02** Here students must recognize different forms of the same letter; score point 1 verbally or nonverbally, score points 2 and 3 verbally. Support materials for upper and lowercase letters are included in the Teacher Support Materials.
- R03** This skill builds further on increasing mastery of letter sounds. A score point of 3 indicates a mastery of nearly all letter sounds. Note in particular the different materials for different score points and follow these guidelines for other materials you may use as substitutions.
- R04** Here the focus is using word recognition skills to figure out new words of similar form. Higher scores indicate not just more words but more word parts. The difference between a score point of 2 and 3 is degree of consistency. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes roots or spelling patterns.

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- R05** The student uses rules to recognize high-frequency words. A score point of 3 indicates the student is able to consistently identify a wide range of high-frequency words; a score point of 2 indicates significant gaps in mastery to identify high-frequency words, and a score point of 1 indicates recognition of a limited number of high-frequency words.
- R06** The differences between score points are consistency and an increase in the number of skills.
- R07** The primary difference between score points is the number of strategies the student is able to use effectively.
- R08** The focus is on the distinction between nouns (words that name persons, places, or things) and verbs (action words). Any grade-level text should be appropriate for this activity. The importance of the word in context is most important given that many words with identical spelling in English can be either verb or noun depending on usage.
- R09** The focus for kindergarten students is synonyms and antonyms at the word level, rather than in context. Students should be able to tell whether given word pairs have same or different meaning. For this row, independence and accuracy = 3. Less accuracy/more prompting = 2. Low accuracy, even with prompting = 1. The synonyms and antonyms should be drawn from the kindergarten curriculum or classroom materials to avoid penalizing students for not being able to decipher words that are above grade level.
- R10** While scoring may seem straightforward (essentially one point per step), keep in mind that the score points represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). For kindergarten students, the focus is on being able to recognize a set of events in a particular order (1, 2, or 3 steps).
- R11** Students earn higher scores by identifying more story elements. For this activity read text aloud and ask students to identify story elements.
- R12** The student must use a variety of resources available within the selection as well as prior knowledge to earn a score point of 3. Note that the scoring progression also reflects the length and complexity of the text. For instance, a score point of 3 is reserved for longer, grade-appropriate texts of varying types. As in all other inventory rows, scoring for this skill will require observation over several reading events.
- R13** Select passages of varying length that contain cause and effect or problem and solution. Let the student respond to more than 1 passage. As in R11, read the text aloud and ask the student to identify the cause and effect or the problem and solution.
- R14** At score point 1, the student recognizes that some words in a simple sentence rhyme or that there is a particular pattern to the words. The student will not necessarily recognize their effects. At score point 2, the student will recognize rhyming and repetition in longer selections (paragraphs, short poems). At score point 3, the student will recognize and understand the effects of these devices in multi-paragraph selections and longer (though grade-appropriate) poems.

Administration Guide

Guidelines for Completing the Writing Inventory for Kindergarten Students

The writing inventory contains nine rows describing various writing and pre-writing behaviors. These behaviors represent varying degrees of mastery of content standards for writing. Each behavior is scored on a 0–3 point scale. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Score column.

On the writing inventory, the rows are numbered W01–W09. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the writing inventory, study the nine rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Writing Inventory

- W01** This pre-writing skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to get a 3 on this skill. Written words are required for a score of 2, and phrases (effectively expressed or not) or well-written single words are required for a score of 3.
- W02** To move from a score point of 1 to a score point of 3, the student will demonstrate increasingly higher levels of fluency by combining pictures and words or using word combinations such as sentences.
- W03** To move from a score of 1 to 3, the focus shifts from putting thoughts on paper to connecting them. A score point of 3 is reserved for student writing that is consciously connected by transition phrases and other linguistic devices. Devices such as “then A, then B, then C” would not warrant a score of 3, while “First we did A. Later we did B. Finally we did C.” would warrant a score of 3. To earn a score point of 3, a student must at least dictate in English sentences containing connecting words (e.g., and, but, then). Even proper English phrases or sentences lacking transition words would only warrant a score of 2. Use the sample picture prompt in the Teacher Support Materials or other suitable prompts to help students get started.
- W04** This editing skill focuses on specific rules/mechanics. A score of 3 is reserved for work with no or very few mechanical errors and none that detract from meaning. Other errors unrelated to mechanics (e.g., an inappropriate word choice that does not seriously alter the meaning of the text) should not be penalized. Scoring for this skill should represent a range of tasks, rather than a single task. Keep in mind that the student is editing kindergarten-level material (preferably his or her own) rather than material that is above grade level.

Administration Guide

- W05** As dependence on teacher support decreases, scores go up for this skill. Also note that the complexity increases as scores go up. A student who edits words or phrases only, even without teacher support, would receive a score of 1. A score of 3 is reserved for independent editing of sentences. See Kindergarten Teacher Support Materials, p. 59 for one possible prompt you may wish to use to get students started.
- W06** To receive a score of 2 or 3, the student must print all letters without a model. A score point of 3 requires the student to print the letters correctly within a word and sentence.
- W07** The difference between score points is an increase in the number of skills.
- W08** To move from a score of 1 to 2 the focus shifts from attempting to correctly spelling grade appropriate words. To achieve a score of 3, students must correctly spell grade appropriate words and attempt above-grade-level words.
- W09** Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.

Administration Guide

Guidelines for Completing the Listening Inventory for Kindergarten Students

The listening inventory contains seven rows describing various listening behaviors. These behaviors represent varying degrees of mastery of content standards for listening. Each behavior is scored on a 0–3 point scale. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Score column.

On the listening inventory, the rows are numbered L01–L07. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the listening inventory, study the seven rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. There are no Teacher Support Materials for this inventory.

Tips for Completing the Listening Inventory

- L01** To move from a score point of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, “Close the door,” while a three-step instruction might be, “Go to the door, get the note from the assistant, and bring it to me.”
- L02** The examples in L02 range from simple to more abstract. The focus is the student’s response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex, abstract question or command is quite appropriate. Nonverbal responses may include pointing (such as to an appropriate picture), acting out a portion of a conversation (e.g., pretending to give a book to someone after hearing a conversation in which this action was mentioned), or demonstrating an emotion that was described in a conversation.
- L03** While row 2 focuses on familiar topics, row 3 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see row 2 above), if it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question from you such as, “Did Jose mean that he wanted you to help him or to leave him alone?”
- L04** As with row 3, the focus on details of language and a student’s response may be in relation to content that is either familiar or unfamiliar. The expectation is that a student will attend to details and then respond in an appropriate verbal or nonverbal way. It is not necessary for the student to discuss all of the details of the situation.

Administration Guide

- L05** In L05, the focus has shifted to school social conversation; i.e., interacting with adults and other students in the school. For a top score, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.
- L06** The focus shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, “frequent repetition” refers to repetition over time, not at a single point in time. If the material has recently been covered on two or more occasions and the student is unable to respond correctly today, a score of 1 is indicated. A score point of 3 indicates that the student understands the vocabulary and discourse features within the lesson. Relevant questions about portions of the lesson could also be scored as a 3.
- L07** This is the most complex listening skill students are asked to demonstrate, as it requires drawing conclusions or generalizations. While most responses scored as 3 would be verbal, a student might also draw a picture or create a craft product that demonstrates understanding of a complex story or conversation.

Administration Guide

Guidelines for Completing the Speaking Inventory for Kindergarten Students

The speaking inventory contains eight rows describing various speaking behaviors. Each behavior is scored on a 0–3 point scale. These behaviors represent varying degrees of mastery of content standards for speaking. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the score column.

On the speaking inventory, the rows are numbered S01–S08. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the speaking inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students. There are no Teacher Support Materials for this inventory.

Tips for Completing the Speaking Inventory

- S01** The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions receive a score point of 2.
- S02** The emerging English-language speaker uses common greetings and other common utterances. Moving from score points 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use.
- S03** The difference between score points is the length and complexity of response.
- S04** This skill focuses on basic vocabulary in a variety of settings. Scores increase as the student uses the skill with greater precision in a wider variety of settings. A score of 3 is reserved for consistent demonstration of this skill in both social and academic settings.
- S05** This skill requires the student to answer “how to” questions and to give simple directions. Scores increase with fluency: one or two words — 1 point; phrases or simple sentence responses — 2 points; and complete, cohesive sentences — 3 points.
- S06** The student is expected to elaborate and provide examples, providing evidence of processing information and producing a unique communication. The example provided under score point 1 applies to score points 2 and 3. Scores increase as the student moves from single words (1) to phrases (2) to complete sentences in English (3).
- S07** The difference between score points is the length and complexity of response.
- S08** The difference between score points is the length and complexity of response.

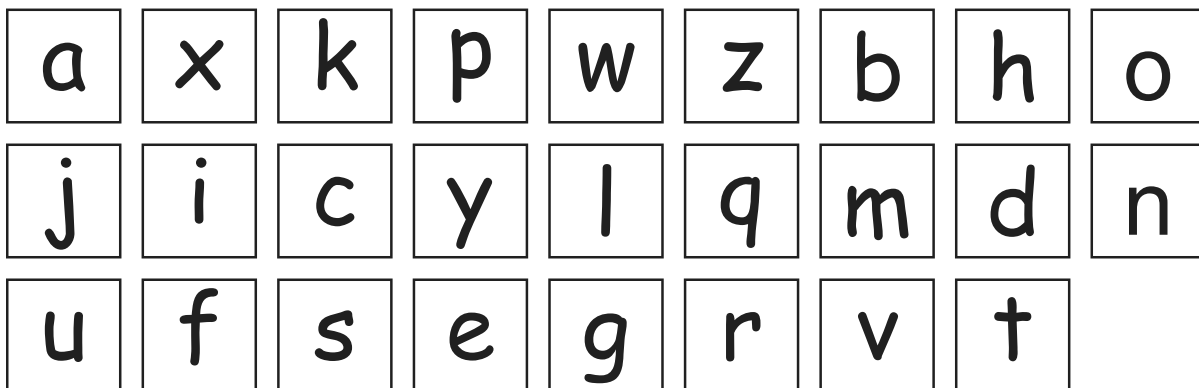
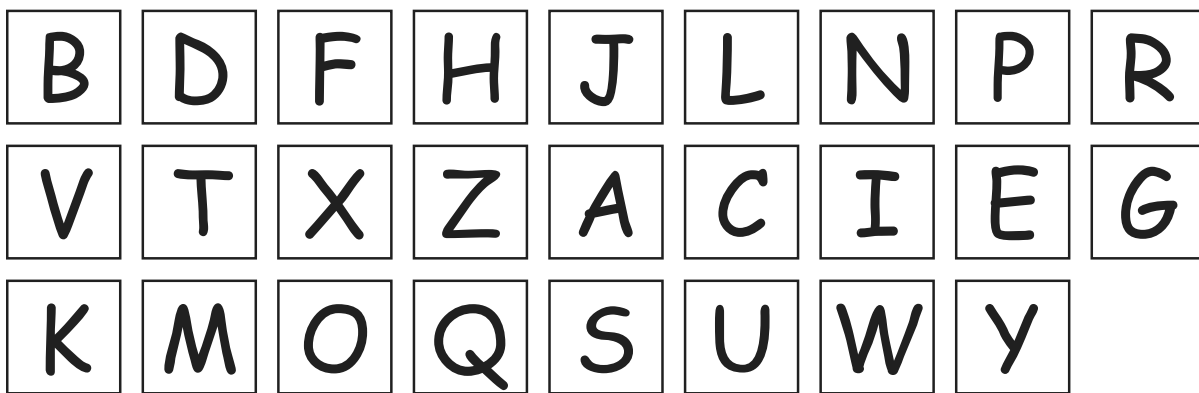
ELDA Teacher Support Materials

R02

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Teacher Directions:

1. Show student the alphabet printed in random order.
2. Ask student to point to specific letters. Do this 5–10 times to determine if student is capable of proceeding to letter names.
3. Ask student “What letter is this?” Teacher points to each letter, first uppercase, then lowercase.
4. Record student’s correct responses on record sheet.



ELDA Teacher Support Materials

R02

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Record Sheet

Uppercase Letters	Identifies Letter (+ / -)	Lowercase Letters	Identifies Letter (+ / -)
B		a	
D		x	
F		k	
H		p	
J		w	
L		z	
N		b	
P		h	
R		o	
V		j	
T		i	
X		c	
Z		y	
A		l	
C		q	
I		m	
E		d	
G		n	
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Y		t	

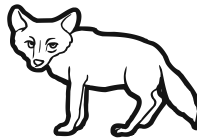
ELDA Teacher Support Materials

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 1, 2, and 3 — Initial Sounds

The teacher points to the picture of the tub and says “tub” and asks the student to repeat the word. The teacher points to each picture and says, “tub – car, tub – fox, tub – ten.” The teacher asks the student to circle the picture that begins or starts with the same sound as tub.



10

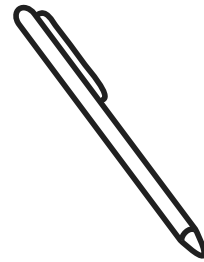
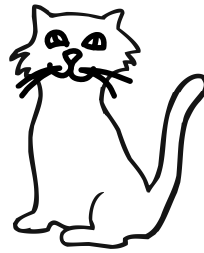
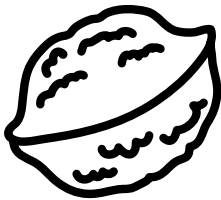
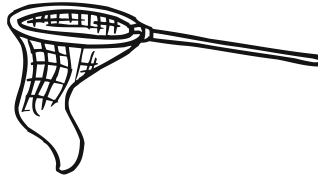
ELDA Teacher Support Materials

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 1, 2, and 3 — Initial Sounds

The teacher points to the picture of the net and says “net” and asks the student to repeat the word. The teacher points to each picture and says, “net – nut, net – cat, net – pen.” The teacher asks the student to circle the picture that begins or starts with the same sound as net.



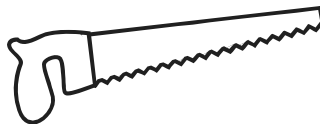
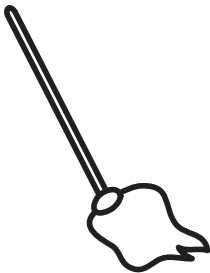
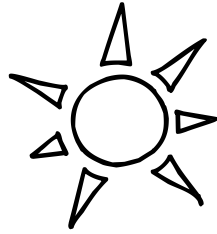
ELDA Teacher Support Materials

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 1, 2, and 3 — Initial Sounds

The teacher points to the picture of the sun and says “sun” and asks the student to repeat the word. The teacher points to each picture and says, “sun – mop, sun – saw, sun – log.” The teacher asks the student to circle the picture that begins or starts with the same sound as sun.



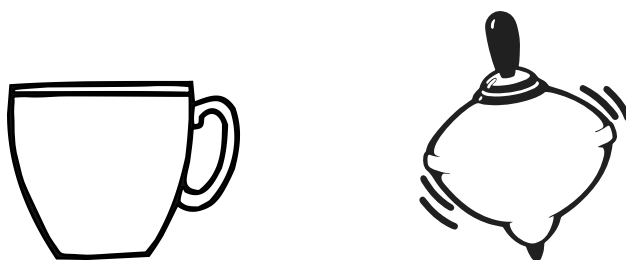
ELDA Teacher Support Materials

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher says, “Now we are going to listen for words that end with the same sound like cup and top, say cup and top.” The teacher points to each picture as she says each word.



ELDA Teacher Support Materials

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher points to the picture of the pot and says “pot” and asks the student to repeat the word. The teacher points to each picture and says, “pot – key, pot – car, pot – rat.” The teacher asks the student to circle the picture that ends with the same sound as pot.



ELDA Teacher Support Materials

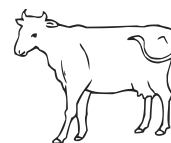
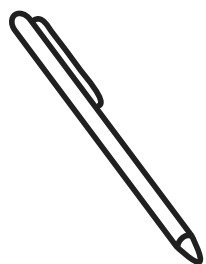
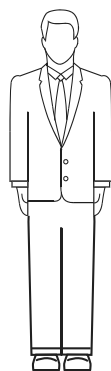
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher points to the picture of the man and says “man” and asks the student to repeat the word. The teacher points to each picture and says, “man – pen, man – bat, man – cow.”

The teacher asks the student to circle the picture that ends with the same sound as man.



ELDA Teacher Support Materials

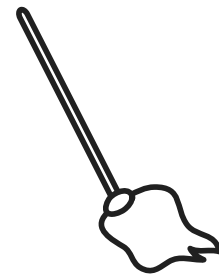
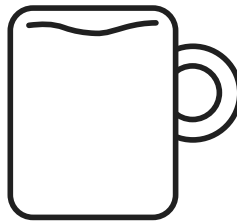
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Points 2 and 3 — Ending Sounds

The teacher points to the picture of the mug and says “mug” and asks the student to repeat the word. The teacher points to each picture and says, “mug – rat, mug – rug, mug – mop.”

The teacher asks the student to circle the picture that ends with the same sound as mug.



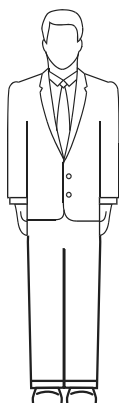
ELDA Teacher Support Materials

R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 3 — Medial Sounds

The teacher says, “Now we are going to listen for words that have the same sound in the middle like man and bat, say man and bat.” The teacher points to each picture as she says each word.



ELDA Teacher Support Materials

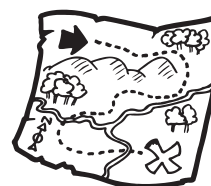
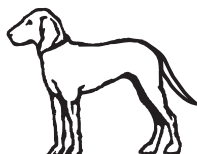
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 3 — Medial Sounds

The teacher points to the picture of the van and says “van” and asks the student to repeat the word. The teacher points to each picture and says, “van – bed, van – dog, van – map.”

The teacher asks the student to circle the picture that has the same sound in the middle as van.



ELDA Teacher Support Materials

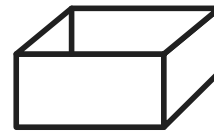
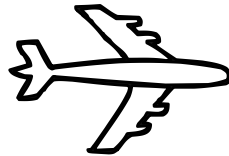
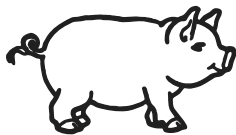
R03

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 3 — Medial Sounds

The teacher points to the picture of the six and says “six” and asks the student to repeat the word. The teacher points to each picture and says, “six – pig, six – jet, six – box.” The teacher asks the student to circle the picture that has the same sound in the middle as six.

6

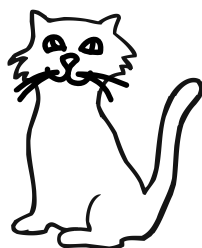


ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Cat



Bat

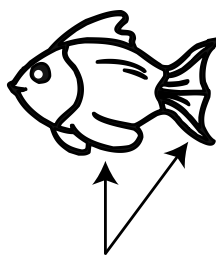


Hat

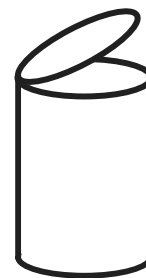
Score Point 1



Pin



Fin



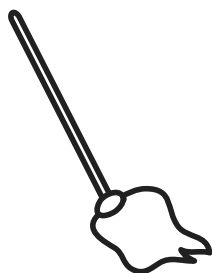
Tin

ELDA Teacher Support Materials

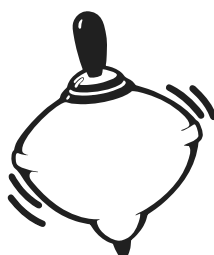
R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score point 1



Mop



Top

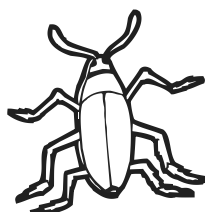


Hop

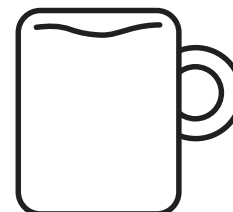
Score Point 1



Rug



Bug



Mug

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Bed



Red

ELDA Teacher Support Materials

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Directions:

For Early Literacy Students: Teacher reads sentence(s) as student follows along. Student points or circles the answer.

For Independent Readers: Student reads statements 1–6. Student circles the response.

Model:

Raise your hand.

A



B



ELDA Teacher Support Materials

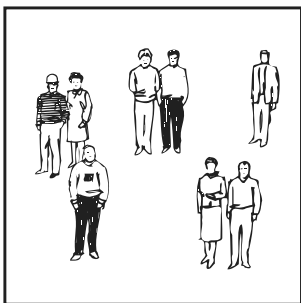
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

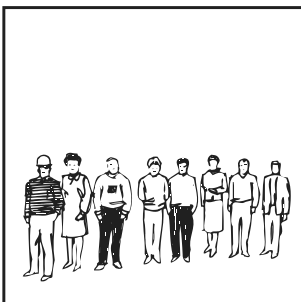
Score Point 1

1. Line up.

A



B



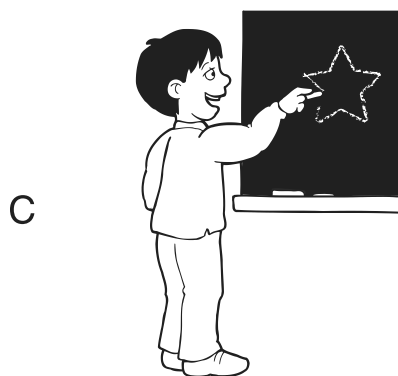
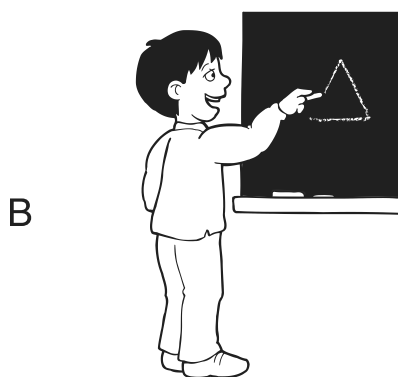
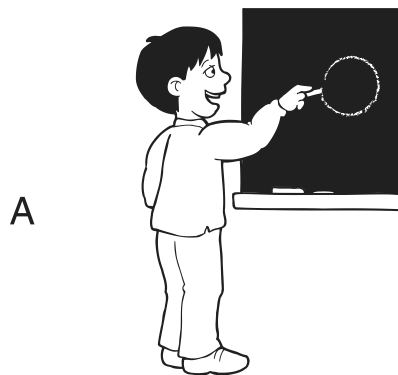
ELDA Teacher Support Materials

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 1

2. Draw a star.



ELDA Teacher Support Materials

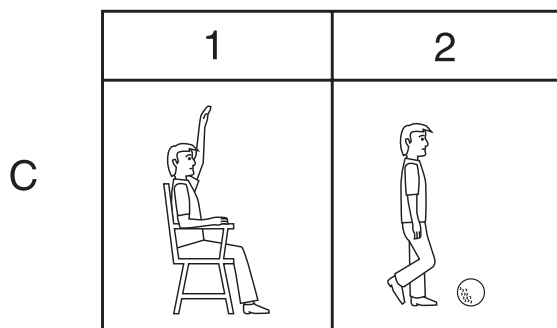
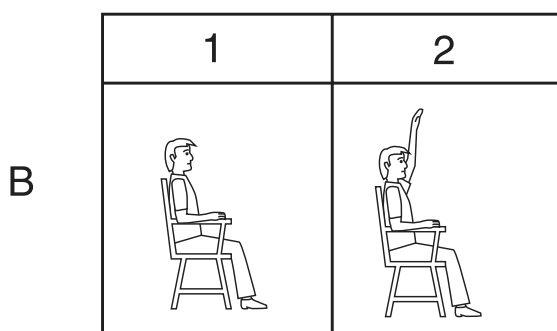
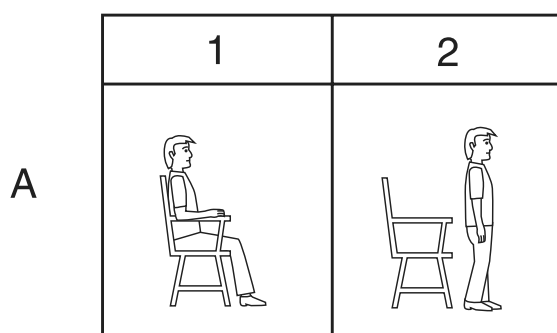
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

3. Sit down.

Raise your hand.



ELDA Teacher Support Materials

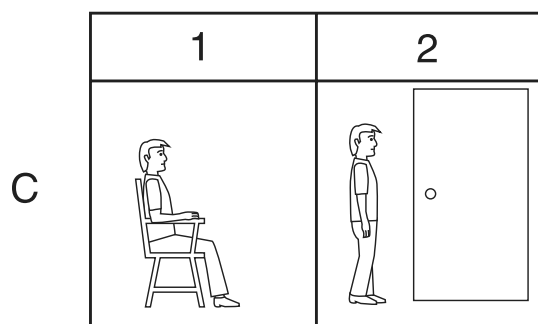
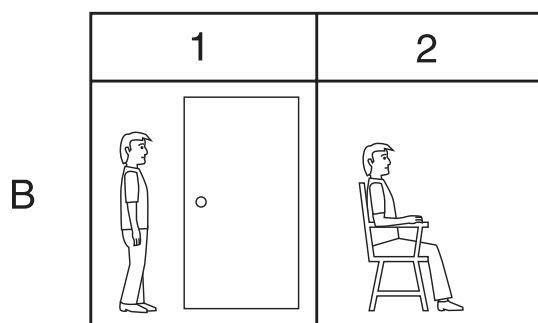
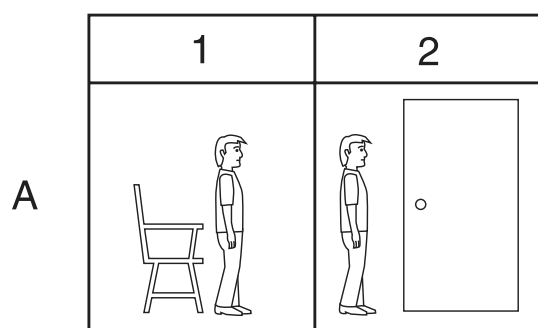
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

4. Stand up.

Go to the door.



ELDA Teacher Support Materials

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

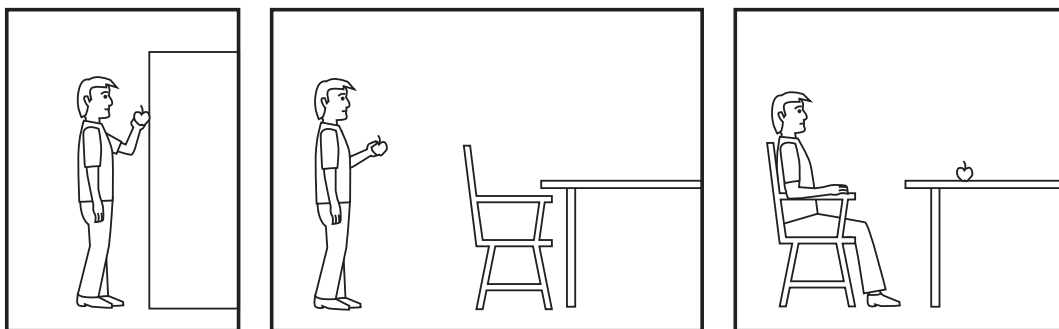
Score Point 3

5. Get a book.

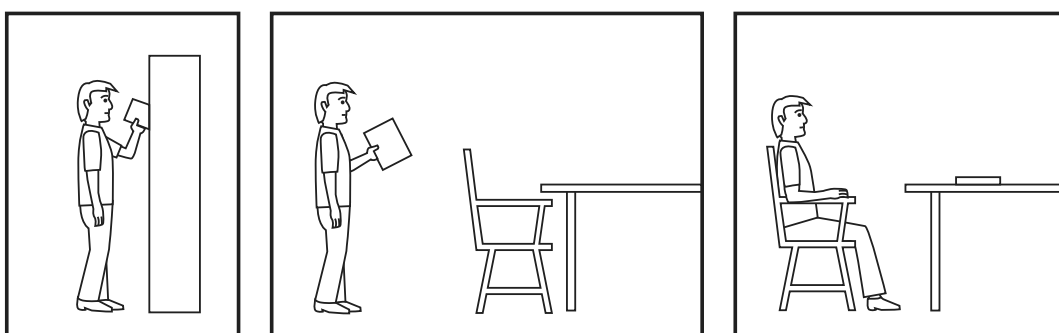
Take it to the table.

Sit down.

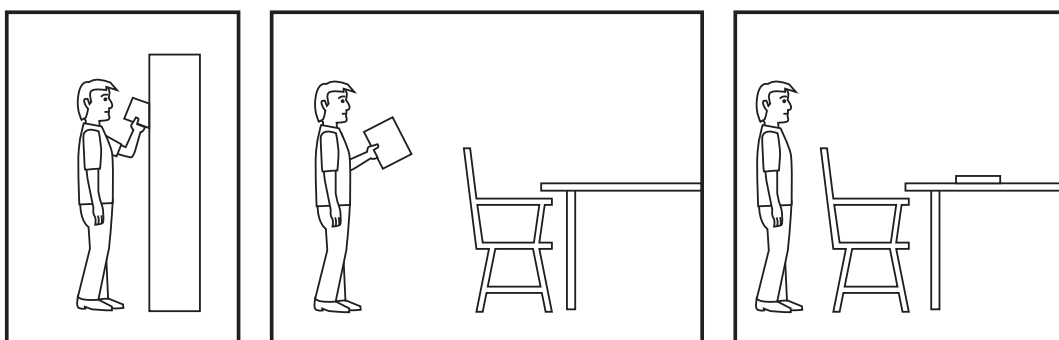
A



B



C



ELDA Teacher Support Materials

R10

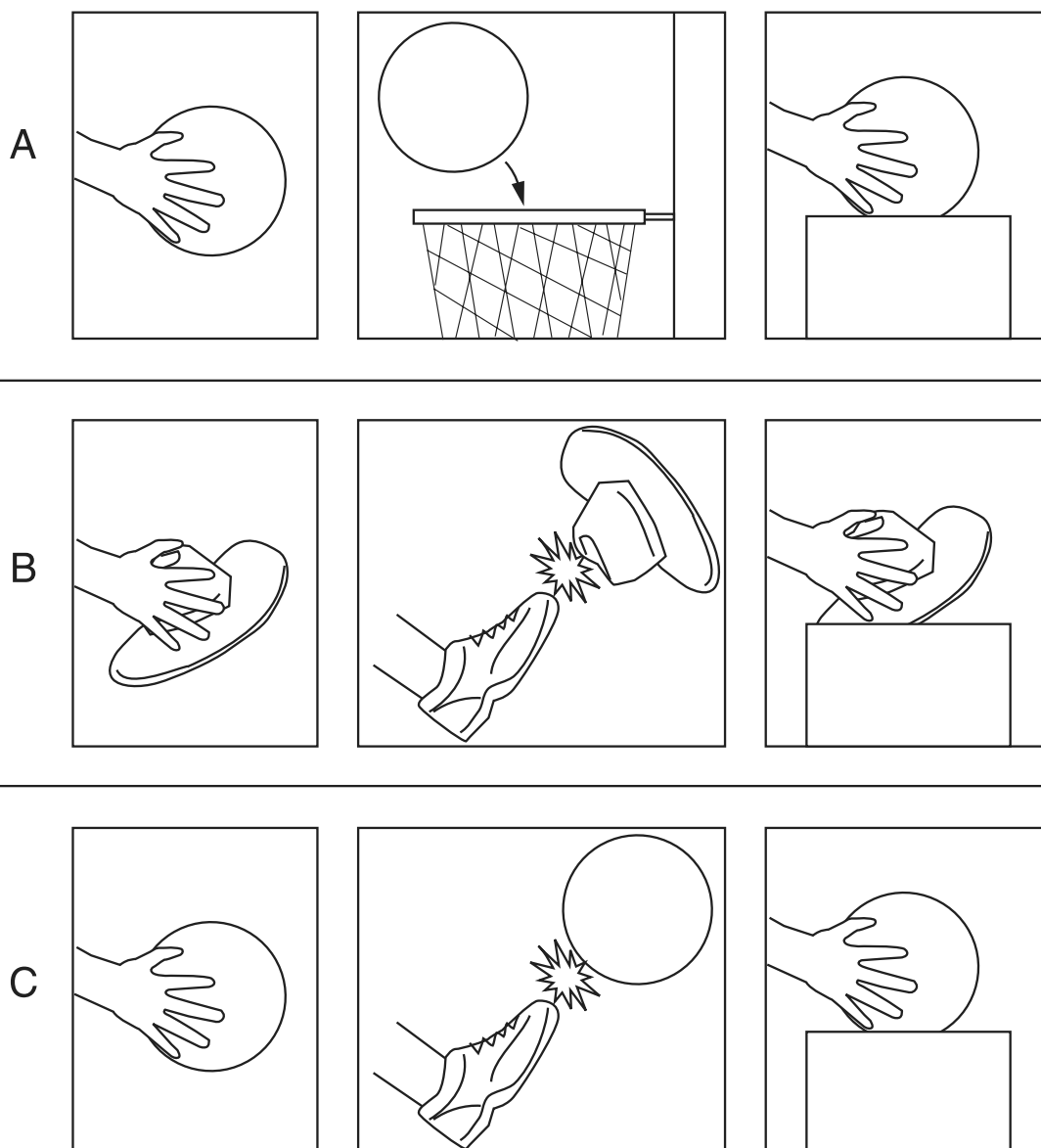
4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 3

6. Pick up the ball.

Kick the ball.

Put it in the box.



ELDA Teacher Support Materials

W03

2.2 Write a variety of text types (for example: narrative and descriptive). See sample picture prompt below.

W05

3.5 Edit writing for complete sentences.

See inventory items W03 and W05 for instructions.



Administration Guide

Guidelines for Completing the Reading Inventory for Students in Grades 1–2

The reading inventory for grades 1–2 contains 14 rows describing various reading and pre-reading behaviors. These behaviors represent varying degrees of mastery of content standards for reading. Each behavior is scored on a 0–3 point scale. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Score column.

On the reading inventory for grades 1–2, the rows are numbered R01–R14. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the reading inventory, study the 14 rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Also examine the Teacher Support Materials to determine which ones you will use and how you will use them. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Reading Inventory

The skills in the reading inventory build from very simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

- R01** Students must recognize different forms of the same letter. A chart or other record-keeping device, such as those included in this manual, may be useful.
- R02** Building further, this skill focuses on increasing mastery of letter sounds. A score of 3 indicates a mastery of nearly all letter sounds, with particular emphasis on distinguishing between sounds that are different but close. See this manual for grades 1–2 for sample prompts.
- R03** Here the focus is using word recognition skills to figure out new words of similar form. Appropriate words for this skill are the typical three-letter (consonant-vowel-consonant) words used for recognition exercises at this grade level. Higher scores indicate not just more words but more word parts. The difference between a score point of 2 and 3 is the degree of consistency the student demonstrates over time. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes prefixes, suffixes, and other more complex forms.
- R04** In row R04 contractions are added to the word families.

Administration Guide

- R05** In row R05, the focus shifts from words to more complete text (sentences, paragraphs, and longer text). The difference between score points is increased fluency, skills and consistency. At score point 3, the student reads multi-paragraph texts orally with skill. The paragraphs may be quite short. At score point 2, the student reads sentences but has trouble with paragraphs. At score point 1, the student reads words but has trouble with sentences.
- R06** Still focusing on the use of printed materials, we assign points primarily on the basis of how many book parts the student recognizes.
- R07** The primary difference between score points is the number of strategies the student is able to use effectively.
- R08** R08 focuses on using context clues to derive meaning from new words. At the highest level (3), the student consistently applies this skill without assistance. At score point 2, the student may require help but usually gets the meaning.
- R09** The difference between score points is degree of accuracy and consistency.
- R10** While scoring may seem straightforward (essentially one point per step), keep in mind that these scores represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). Sample prompts are included in Teacher Support Materials for grades 1–2.
- R11** Students earn higher scores by identifying more story elements. For this activity read text aloud and ask students to identify story elements.
- R12** The student must use a variety of resources available within the selection as well as prior knowledge to earn a 3. Note that the scoring progression also reflects the length and complexity of the text, with 3 reserved for longer, grade-appropriate texts of varying types. Scoring for this skill will require observation over several reading events.
- R13** Standard 6.4 has been divided into two separate tasks for students in grades 1–2. For R13, the focus is on cause and effect.
- R14** The focus in R14 is problem solution, which is part of the same skill assessed in R13.

Administration Guide

Guidelines for Completing the Writing Inventory for Students in Grades 1–2

The writing inventory contains nine rows describing various writing and pre-writing behaviors. These behaviors represent varying degrees of mastery of content standards for writing. Each behavior is scored on a 0–3 point scale. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Score column.

On the writing inventory, the rows are numbered W01–W09. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the writing inventory, study the nine rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Writing Inventory

- W01** This pre-writing skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to get a 3 on this skill. At this score point, the focus is independence. If the student generates English phrases and/or sentences without prompting or assistance, the score should be 3.
- W02** To move from a score point of 1 to a score point of 3, the student will demonstrate increasingly higher levels of fluency by combining pictures and words or using word combinations such as sentences.
- W03** The focus of W03 is level of composition: Pictures and letters or other marks earn a score point of 1. Single words or phrases earn a score point of 2, while complete English sentences earn a score point of 3.
- W04** This skill set requires the student to edit, demonstrating understanding of someone else's text and the ability to remodel it according to a set of rules. A score of 3 indicates that the student understands the given text as well as the rules and applies the rules appropriately and independently.
- W05** The difference between score points is a decrease in teacher support and an increase in editing skills.
- W06** To receive a score of 2 or 3, the student must print all letters without a model. A score point of 3 requires the student to print the letters correctly within a word and sentence.

Administration Guide

- W07** In W07, the focus shifts from copying to independently producing words that are correctly capitalized. If a student routinely performs one higher-level task (e.g., capitalizing properly in sentences) correctly but is inconsistent with others (e.g., proper nouns), that student's score should be 2.
- W08** Consult your school or district language arts supervisor for guidance with respect to grade-appropriate words to use to make sure you score this skill accurately. There are two issues: attempting and succeeding. Students must successfully spell grade-level words and attempt higher-level words. Attempting higher-level words while still misspelling common grade-level words should be scored as a 2.
- W09** Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.

Administration Guide

Guidelines for Completing the Listening Inventory for Students in Grades 1–2

The listening inventory contains seven rows describing various listening behaviors. These behaviors represent varying degrees of mastery of content standards for listening. Each behavior is scored on a 0–3 point scale. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Score column.

On the listening inventory, the rows are numbered L01–L07. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the listening inventory, study the seven rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Listening Inventory

- L01** To move from a score point of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, “Close the door,” while a three-step instruction might be, “Go to the door, get the note from the assistant, and bring it to me.”
- L02** The examples in L02 range from simple to more abstract. The focus is the student’s response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex, abstract question or command is quite appropriate.
- L03** While row 2 focuses on familiar topics, row 3 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see row 2 above), if it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question from you, such as, “Did Jose mean that he wanted you to help him or to leave him alone?”
- L04** As with row 3, the focus on details of language and a student’s response may be in relation to content that is either familiar or unfamiliar. The expectation is that a student will attend to details and then respond in an appropriate verbal or nonverbal way. It is not necessary for the student to discuss all of the details of the situation.
- L05** In L05, the focus has shifted to school social conversation; i.e., interacting with adults and other students in the school. For a score of 3, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.

Administration Guide

- L06** The focus shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, “frequent repetition” refers to repetition over time, not at a single point in time. If the material has recently been covered on two or more occasions and the student is unable to respond correctly today, a score of 1 is indicated. A score point of 3 indicates that the student understands the vocabulary and discourse features within the lesson. Relevant questions about portions of the lesson could also be scored as a 3.
- L07** This is the most complex listening skill students are asked to demonstrate, as it requires drawing conclusions or generalizations. While most responses scored as 3 would be verbal, a student might also draw a picture or create a craft product that demonstrates understanding of a complex story or conversation.

Administration Guide

Guidelines for Completing the Speaking Inventory for Students in Grades 1–2

The speaking inventory contains eight rows describing various speaking behaviors. Each behavior is scored on a 0–3 point scale. These behaviors represent varying degrees of mastery of content standards for speaking. Descriptions of score points 0–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should bubble a 0 in the Observation column.

On the speaking inventory, the rows are numbered S01–S08. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the speaking inventory, study the eight rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Speaking Inventory

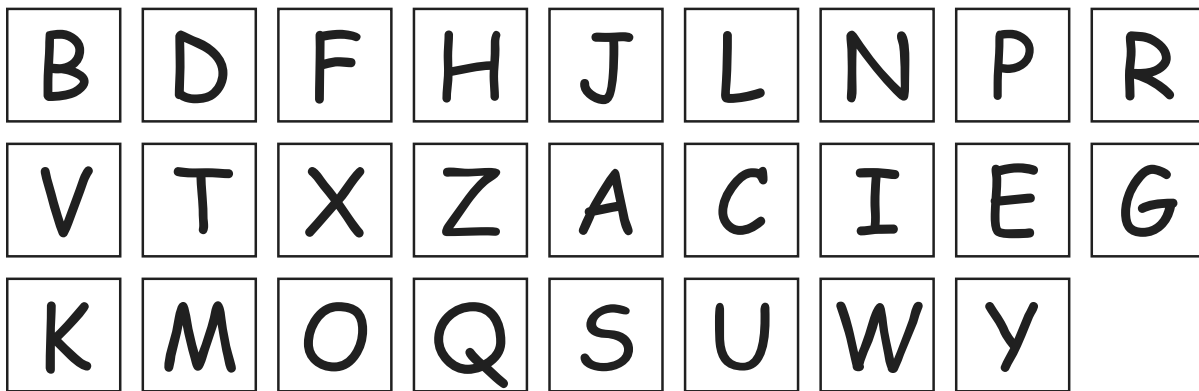
- S01** The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions receive a score point of 2.
- S02** The emerging English-language speaker uses common greetings and other common utterances. Moving from 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use. A formulaic utterance that is structurally sound warrants a score of 3.
- S03** The difference between score points is the length and complexity of response.
- S04** The student summarizes events and describes familiar things in English. Scores increase as the student moves from single words (1) to phrases (2) to complete English sentences (3).
- S05** This skill requires the student to answer “how to” questions and to give simple directions. Scores increase with fluency: one - two words – 1 point; phrases or simple sentence responses – 2 points; and complete, cohesive sentences – 3 points.
- S06** S06 expects the student to elaborate and provide examples, giving evidence of processing information and producing a unique communication. The difference between score points is the length and complexity of the response. The sample questions shown under score point 1 can be applied to score points 2 and 3 as well. At the higher score points, the student provides more elaborated answers to the same questions.
- S07** The difference between score points is the length and complexity of response.
- S08** The difference between score points is the length and complexity of response.

ELDA Teacher Support Materials

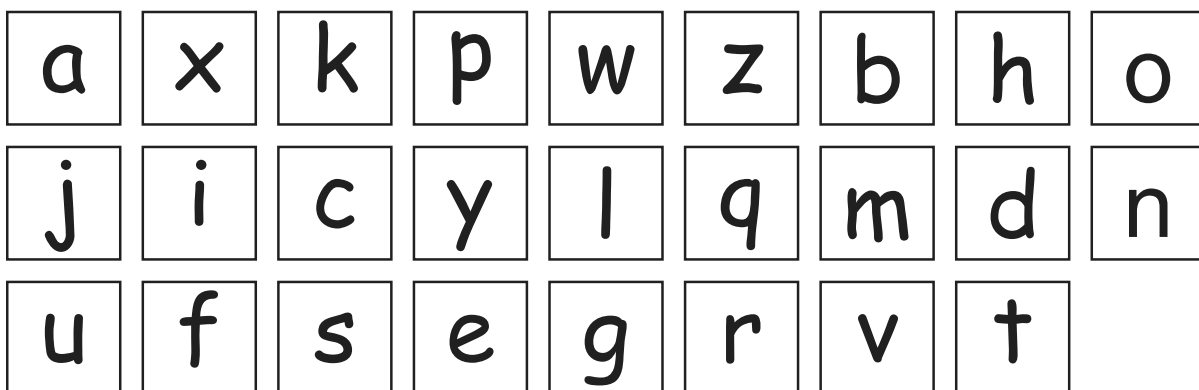
R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Teacher Directions: Show students the alphabet printed in random order.



1. Teacher asks student to point to specific letters. Do this 5–10 times to determine if student is capable of proceeding to letter names and sounds.
2. Teacher asks student “What letter is this?” Teacher points to each letter, first uppercase, then lowercase, noting correct responses on record sheet.



3. Teacher asks student, “What sound does this letter make?”
- *The name of the letter and the sound can be tested simultaneously.
4. Teacher records student’s correct responses on record sheet.

ELDA Teacher Support Materials

R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Record Sheet

Uppercase Letters	Identifies Letter (+ /-)	Lowercase Letters	Identifies Letter (+ / -)	Identifies Letter Sound (+ /-)
B		a		
D		x		
F		k		
H		p		
J		w		
L		z		
N		b		
P		h		
R		o		
V		j		
T		i		
X		c		
Z		y		
A		l		
C		q		
I		m		
E		d		
G		n		
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Q		e		
S		g		
U		r		
W		v		
Y		t		

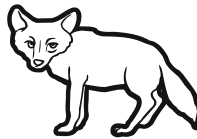
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Initial Sounds

The teacher points to the picture of the tub and says “tub” and asks the student to repeat the word. The teacher points to each picture and says, “tub – car, tub – fox, tub – ten.” The teacher asks the student to circle the picture that begins or starts with the same sound as tub.



10

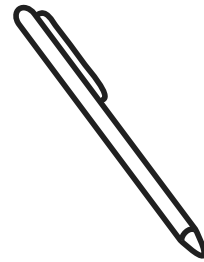
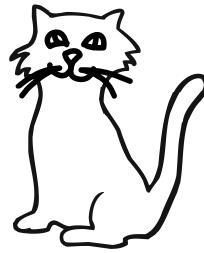
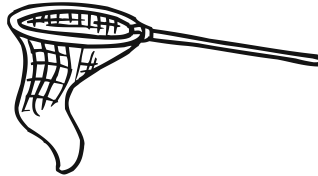
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Initial Sounds

The teacher points to the picture of the net and says “net” and asks the student to repeat the word. The teacher points to each picture and says, “net – nut, net – cat, net – pen.” The teacher asks the student to circle the picture that begins or starts with the same sound as net.



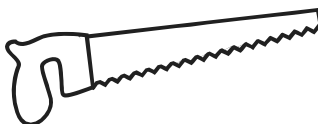
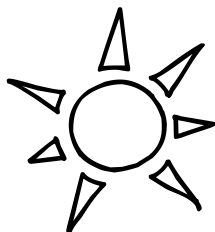
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Initial Sounds

The teacher points to the picture of the sun and says “sun” and asks the student to repeat the word. The teacher points to each picture and says, “sun – mop, sun – saw, sun – log.” The teacher asks the student to circle the picture that begins or starts with the same sound as sun.



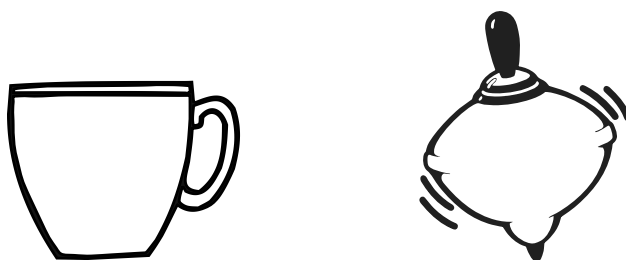
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher says, “Now we are going to listen for words that end with the same sound like cup and top, say cup and top.” The teacher points to each picture as she says each word.



ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher points to the picture of the pot and says “pot” and asks the student to repeat the word. The teacher points to each picture and says, “pot – key, pot – car, pot – rat.” The teacher asks the student to circle the picture that ends with the same sound as pot.



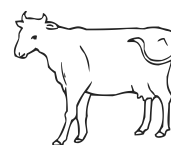
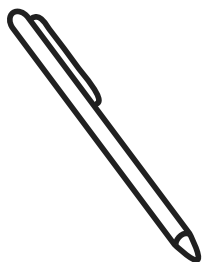
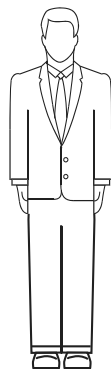
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher points to the picture of the man and says “man” and asks the student to repeat the word. The teacher points to each picture and says, “man – pen, man – bat, man – cow.” The teacher asks the student to circle the picture that ends with the same sound as man.



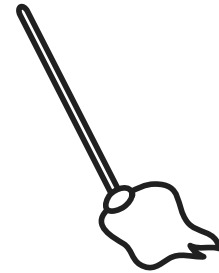
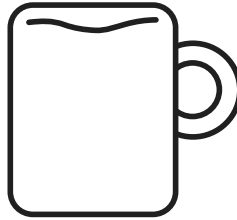
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Ending Sounds

The teacher points to the picture of the mug and says “mug” and asks the student to repeat the word. The teacher points to each picture and says, “mug – rat, mug – rug, mug – mop.” The teacher asks the student to circle the picture that ends with the same sound as mug.



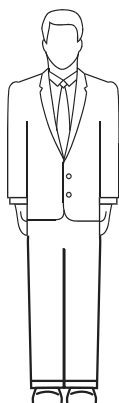
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Short Vowel

The teacher says, “Now we are going to listen for words that have the same sound in the middle like man and bat, say man and bat.” The teacher points to each picture as she says each word.



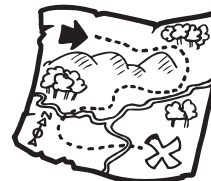
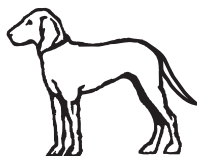
ELDA Teacher Support Materials

R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Short Vowel

The teacher points to the picture of the van and says “van” and asks the student to repeat the word. The teacher points to each picture and says, “van – bed, van – dog, van – map.” The teacher asks the student to circle the picture that has the same sound in the middle as van.



ELDA Teacher Support Materials

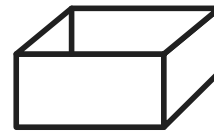
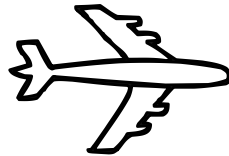
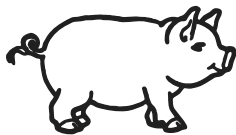
R02

1.1 Phonemic Awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 — Short Vowel

The teacher points to the picture of the six and says “six” and asks the student to repeat the word. The teacher points to each picture and says, “six – pig, six – jet, six – box.” The teacher asks the student to circle the picture that has the same sound in the middle as six.

6

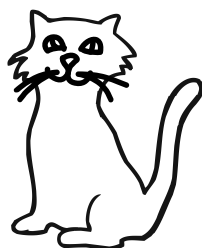


ELDA Teacher Support Materials

R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Cat



Bat

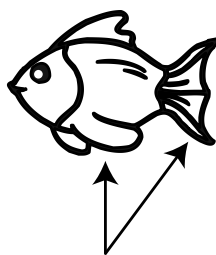


Hat

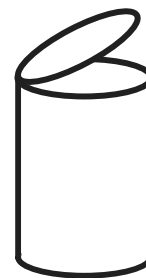
Score Point 1



Pin



Fin



Tin

ELDA Teacher Support Materials

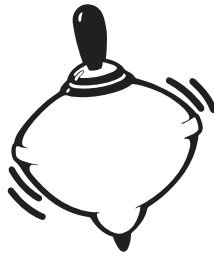
R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Mop



Top

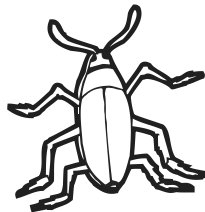


Hop

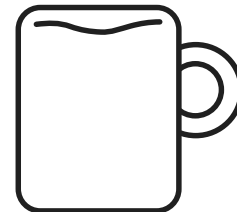
Score Point 1



Rug



Bug



Mug

ELDA Teacher Support Materials

R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

Score Point 1



Bed



Red

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

I'm

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

I'11

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

it's

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

he's

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

she's

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

isn't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

can't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

won't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

don't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, and roots.

didn't

ELDA Teacher Support Materials

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Directions:

For Early Literacy Students: Teacher reads sentence(s) as student follows along. Student points or circles the answer.

For Independent Readers: Student reads statements 1–7. Student circles the response.

Model:

Raise your hand.

A



B



ELDA Teacher Support Materials

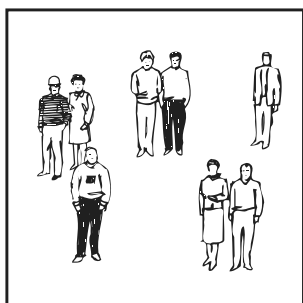
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

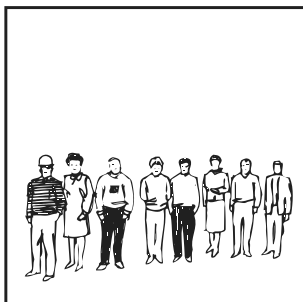
Score Point 1

1. Line up.

A



B



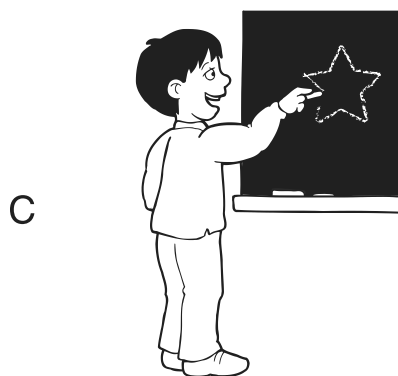
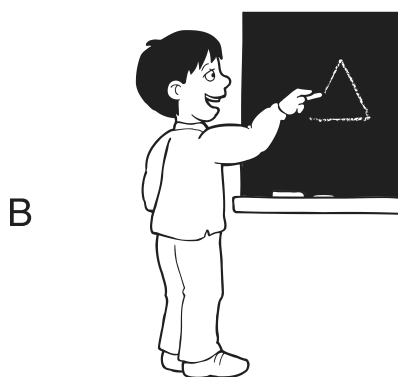
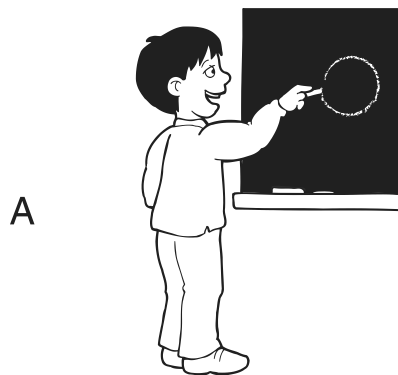
ELDA Teacher Support Materials

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 1

2. Draw a star.



ELDA Teacher Support Materials

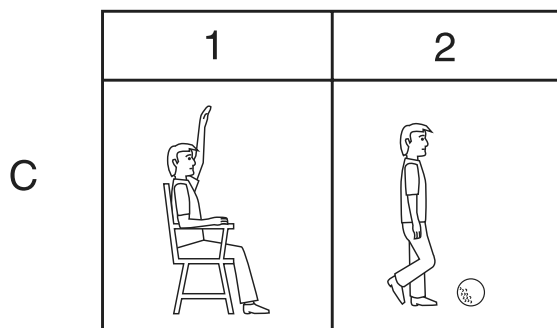
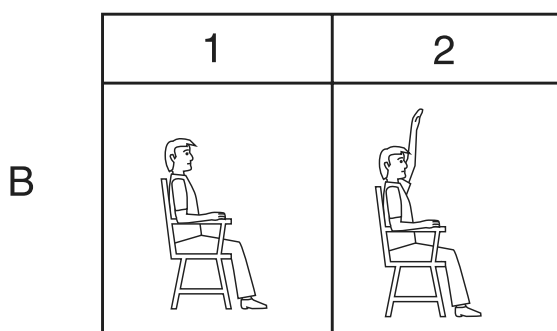
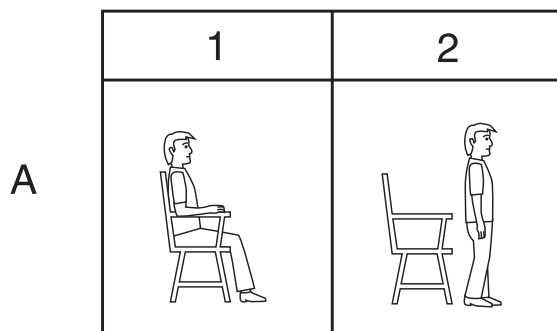
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

3. Sit down.

Raise your hand.



ELDA Teacher Support Materials

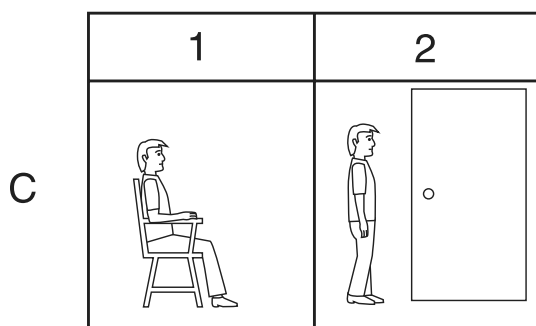
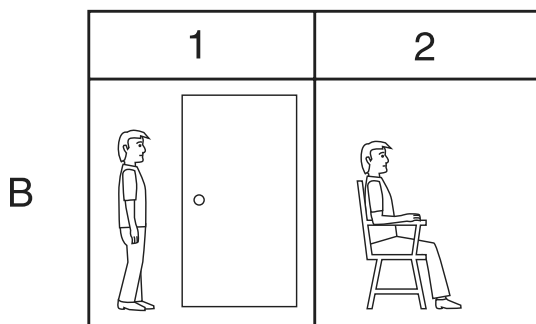
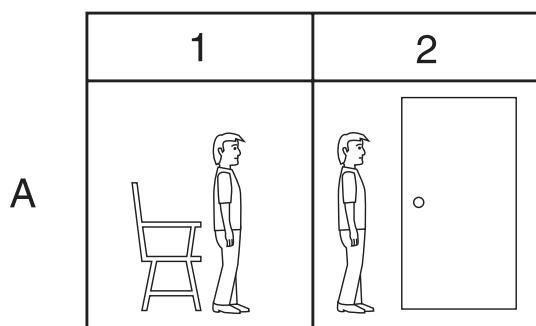
R10

4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 2

4. Stand up.

Go to the door.



ELDA Teacher Support Materials

R10

4.1 Read and follow 1–4 step directions to complete a simple task.

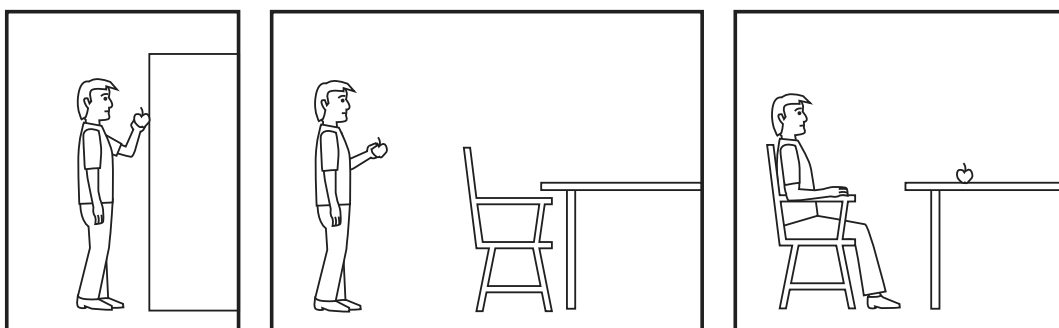
Score Point 3

5. Get a book.

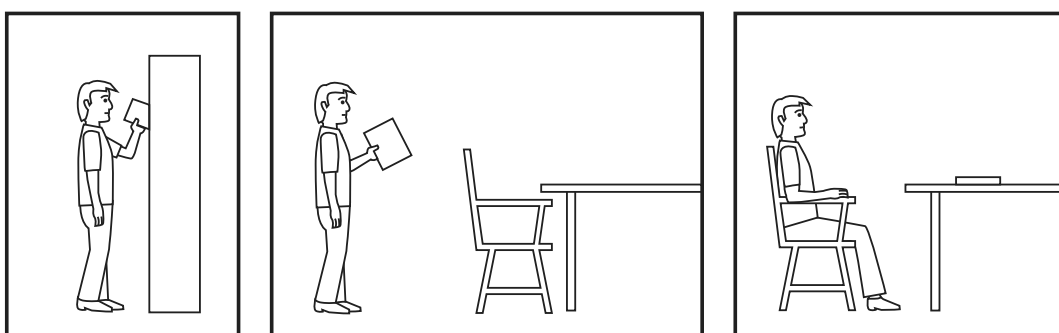
Take it to the table.

Sit down.

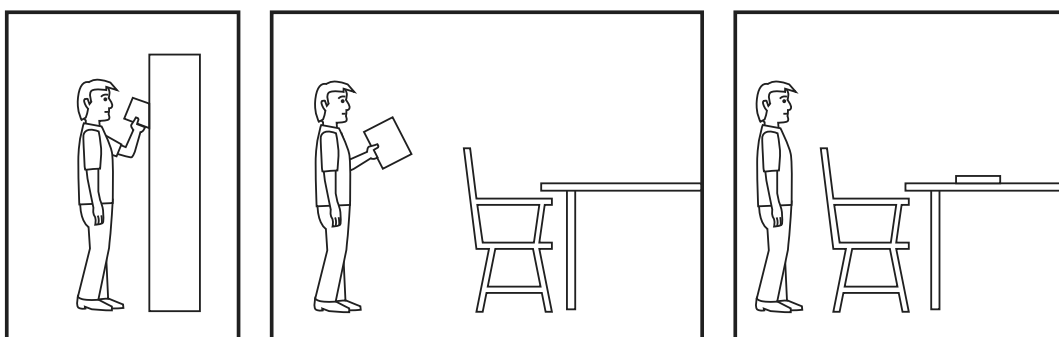
A



B



C



ELDA Teacher Support Materials

R10

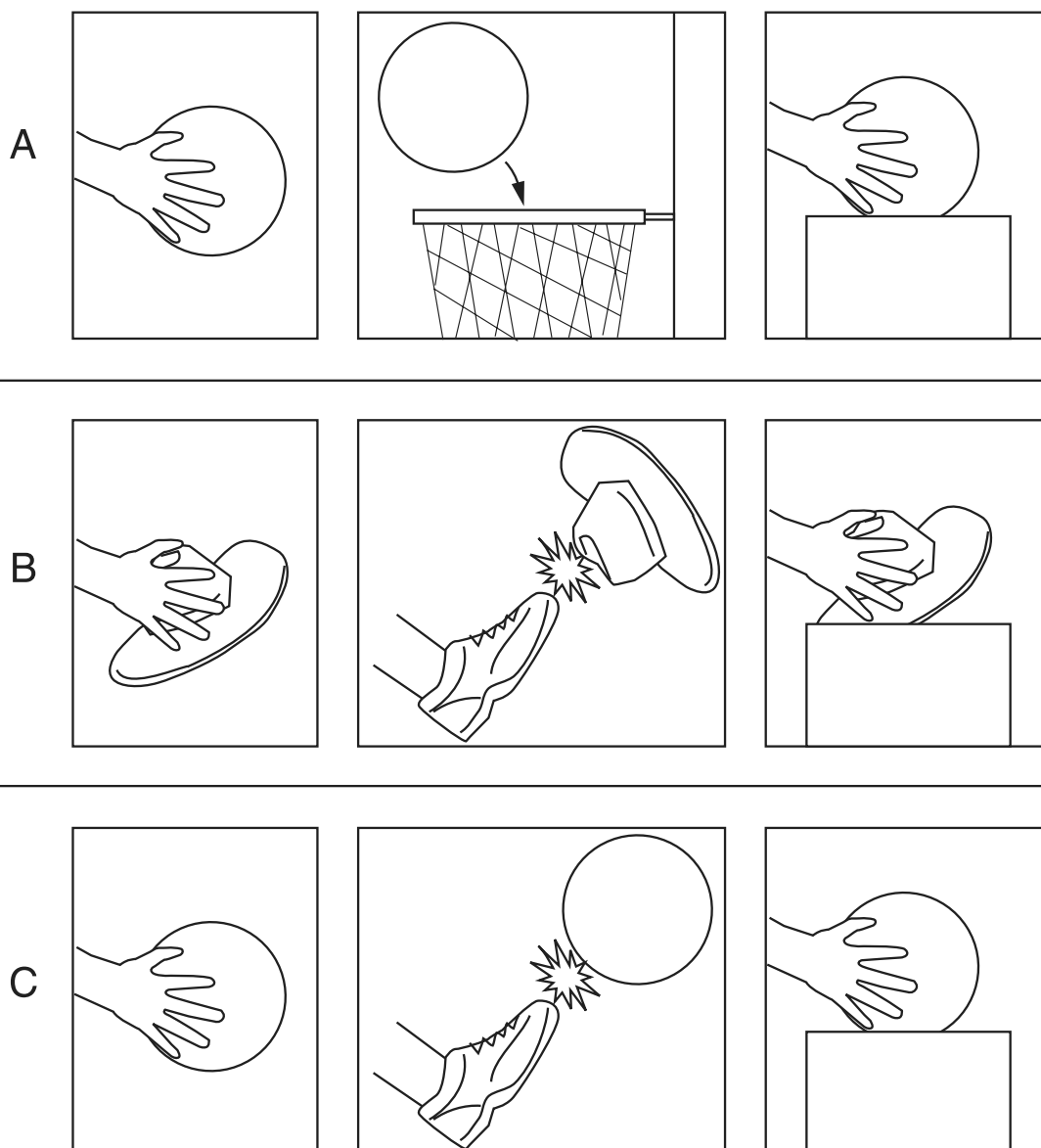
4.1 Read and follow 1–4 step directions to complete a simple task.

Score Point 3

6. Pick up the ball.

Kick the ball.

Put it in the box.




Appendix A

Inventory Booklet Labeling and Coding

Precode Labels

- Precode labels are printed based on the PowerSchool precode information submitted to the SCDE in January.
- The DTC should contact the district's data manager and then the contractor if there are any systemic or gross errors on the precode labels (e.g., all printed labels in a school contain inaccurate information).
- The following is an example of the information printed on the ELDA precode labels.

^ ALIGN TOP OF LABEL ^		
SPRING 2011 ELDA – PRECODE LABEL		
Student: Wilson, Susan R	Gender: F	
PS#: 123456789012	DOB: 10/16/97	
State ID: 1234567890	Grade: 09	
School: Middleville High	BEDS: 0001001	
District: Middleville		
		
P520130	200000001	2

- The precode labels, as shown above, contain the student's name, grade, gender, date of birth, student PowerSchool number, student state ID, school, and district name. There is also a contractor barcode and ID number.
- If precode labels are transferred to another school, the score results will be reported to the original school unless the receiving school places single document labels on the inventory booklets.

Students without Precode Labels

All inventory booklets must have a label applied before students use them. STCs must ensure that student information is completed on all student inventory booklets in a secure manner. TAs should also place a single document label (shipped with the test materials) in the box in the lower left-hand corner of each student's inventory booklet.

All applicable demographic information must be completed for each student. If a particular field is not applicable to a student, leave that field blank.


If a student moves to a new school during testing, the student's original answer document should be sent to the new school. Once the new school receives the document, they should apply a single document label. Using test booklets from overage, the student should begin the assessment where they left off and complete the assessment. This will ensure that the student's scores are reported at their new school.

Appendix A

Inventory Booklet Labeling and Coding

Single Document Labels


Single document labels must be applied to the inventory booklets for students who were not submitted through precode in January or for students whose precode information is incorrect.

SPRING 2011 ELDA		
Single-Document Label		
0101 Middleville		
001 Middleville High		
		
L 520130	00000001	9

Home School Single Document Labels

Home school single document labels will be included in the materials sent to the DTC. These labels must be applied to the inventory booklets used by home school students.

The home school single document labels are similar to the other single document labels except “Home School” is preprinted on the school name line.

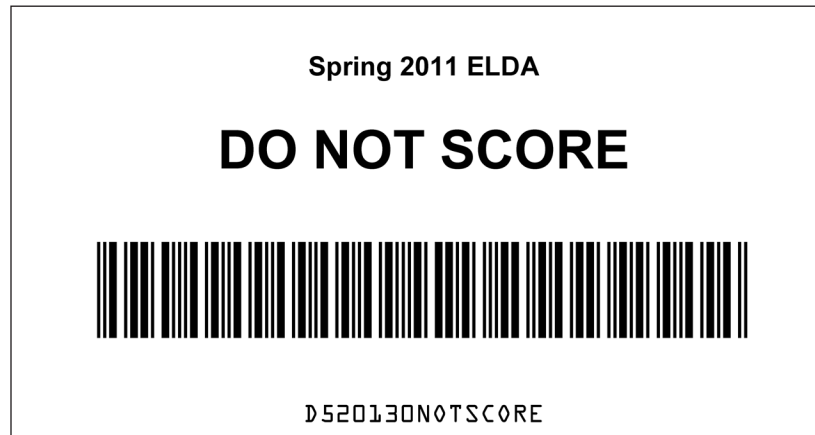
SPRING 2011 ELDA		
Home School Single-Document Label		
0101 Middleville		
000 Home School		
		
L 520130	00000001	9

Appendix A

Inventory Booklet Labeling and Coding

Do Not Score Labels

A Do Not Score label must be applied to any used or mislabeled inventory booklets that the contractor should not score. Unused overage inventory booklets do not require a label.



Coding Inventory Booklets with Precode Labels

Completing sections A–D on the inventory booklets is **optional**. Please note, however, that the proper label must be applied in the space provided on the front of the inventory booklet.

- A. Student's Name
- B. Test Administrator's Name
- C. School Name
- D. District Name

Appendix A

Inventory Booklet Labeling and Coding

Coding Inventory Booklets with Single-Document Labels

Completing sections A–D on the inventory booklets is optional. Please note, however, that the proper label must be applied in the space provided on the front of the inventory booklet.

- A. Student's Name
- B. Test Administrator's Name
- C. School Name
- D. District Name

The TA **must complete** the following sections on each student's inventory booklet:

- E. Date of Birth
- F. Gender
- G. Grade
- H. Race
- I. Hispanic or Latino
- J. Student's Name
- K. Student State ID Number
- L. PowerSchool Number
- M. First or Native Language
- N. School Lunch Status
- O. Migrant
- P. IEP
- Q. 504 Plan
- R. Date of Entry into U.S. Schools
- S. ESOL Instructional Model
- T. Time Student Enrolled in English Instruction

Appendix A

Inventory Booklet Labeling and Coding

Coding the Demographic Section on Inventory Booklets

Section A (Student's Name), Section B (Test Administrator's Name), Section C (School Name), Section D (District Name): Completion of these sections is optional.

The following sections (E–T) must be completed for all students who were not included in precode. Section Q must be completed for all students as applicable.

Section E (Date of Birth): The test administrator must fill in the boxes and darken the corresponding circles on the booklet before testing. Dates before 10 should be entered as a two-digit number, e.g., 08.

Section F (Gender): The test administrator must darken the appropriate circle on the booklet before testing.

Section G (Grade): The test administrator must darken the appropriate grade circle on the booklet before testing.

Section H (Race): The test administrator must darken the appropriate circle on the booklet. Mark all that apply. Descriptions of the race/ethnicity codes are provided below.

Section I (Hispanic or Latino): If this section applies to the student, then darken the bubble. Description of this section is provided below.

RACE/ETHNICITY CODE DESCRIPTIONS		
American Indian/ Alaska Native	=	The student has origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
Asian	=	The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black/African American	=	The student has origins in any of the Black racial groups of Africa (not of Hispanic origin).
Native Hawaiian/ Other Pacific Islander	=	The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	=	The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).
Hispanic or Latino	=	The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture of origin—regardless of race.

Section J (Student's Name): The test administrator must print the student's name in the row of boxes above the grid, last name first, and darken the corresponding circle. For each box left blank, the corresponding circle should be darkened.

Section K (Student State ID Number): The test administrator must print the student's State ID number in the boxes and darken the appropriate circles before testing.

Appendix A

Inventory Booklet Labeling and Coding

Section L (PowerSchool Number): The test administrator must print the student's PowerSchool number in the boxes and darken the appropriate circles before testing. If a student has a 5-digit ID, begin coding on the left of the grid, leaving leftover boxes blank.

Section M (First or Native Language): The test administrator must darken the appropriate circle before testing. If this box is left blank, the field will be reported as blank.

Section N (School Lunch Status): Before the assessment begins, the test administrator must code this section on inventory booklets with single document labels only. All personnel involved in testing should be aware that this is confidential information. If this box is left blank, the field will be reported as blank.

Section O (Migrant): If this section applies to the student, then darken the bubble.

Section P (IEP): The test administrator should darken **one** circle only. If there is more than one exceptionality, the circle for the **primary** disabling condition should be darkened. Only the exceptionality listed on the Program/Services page of the student's Individualized Education Program (IEP) is acceptable.

Section Q (504 Plan): The test administrator must complete section P for **all** students.

Section R (Date of Entry into U.S. Schools): The test administrator must indicate the date student entered school in the United States.

Section S (ESOL Instructional Model): The test administrator must indicate the type of ESOL Instructional Model in which the student is enrolled.

Section T (Time Student Enrolled in English Instruction): The test administrator must indicate the length of time student has participated in English Instruction.

Appendix B Forms

In this appendix, you will find a sample of the following forms:

- Inventory Booklet Pages 1 and 2
- Agreement to Maintain Test Security and Confidentiality
(for District Test Coordinators and School Test Coordinators)
- Agreement to Maintain Test Security and Confidentiality
(for Test Administrators)
- Agreement to Maintain Test Security and Confidentiality
(for Testing Monitors)
- Security Checklist Sample
- ELDA Irregularities Form


Appendix B Forms

A Student's Name _____

B Test Administrator's Name _____

C School Name _____

D District Name _____



Spring 2011
Grade Kindergarten
Reading/Writing/Listening/Speaking

E DATE OF BIRTH

Month	Day	Year
JAN	<input type="radio"/>	<input type="radio"/>
FEB	<input type="radio"/>	<input type="radio"/>
MAR	<input type="radio"/>	<input type="radio"/>
APR	<input type="radio"/>	<input type="radio"/>
MAY	<input type="radio"/>	<input type="radio"/>
JUN	<input type="radio"/>	<input type="radio"/>
JUL	<input type="radio"/>	<input type="radio"/>
AUG	<input type="radio"/>	<input type="radio"/>
SEPT	<input type="radio"/>	<input type="radio"/>
OCT	<input type="radio"/>	<input type="radio"/>
NOV	<input type="radio"/>	<input type="radio"/>
DEC	<input type="radio"/>	<input type="radio"/>

F GENDER

☐ Male
☐ Female

G GRADE

☐ Kindergarten

H RACE
(Mark all that apply.)

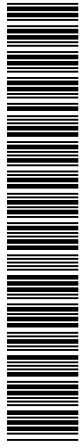
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian/Other Pacific Islander
☐ White

I HISPANIC OR LATINO

☐ Yes

ALIGN TOP OF LABEL HERE ▼

ATTENTION:
Apply label here if test booklet is to be scored.



U520130BLANK---

If any information in this box is incorrect,
notify the School Test Coordinator.

J PRINT STUDENT'S NAME IN THE BOXES.

LAST NAME										FIRST NAME										MI
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B			
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C			
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D			
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F			
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G			
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H			
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J			
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K			
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L			
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M			
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N			
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q			
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R			
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S			
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T			
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U			
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W			
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z			

K STUDENT STATE ID

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

L POWERSCHOOL NUMBER

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

520130-12525010014

PAGE 1

SERIAL#

Appendix B Forms

**M FIRST OR
NATIVE
LANGUAGE**

- ☐ Arabic
☐ Cambodian
☐ Cantonese
☐ French
☐ Gujarati
☐ German
☐ Hmong
☐ Hindi
☐ Japanese
☐ Korean
☐ Mandarin
☐ Portuguese
☐ Russian
☐ Spanish
☐ Tagalog
☐ Vietnamese
☐ Other

N M

- ☐ F
☐ R

O MIGRANT

- ☐ Yes

P IEP

- | | | |
|--------------------------|---------------------------|---------------------------|
| <input type="radio"/> AU | <input type="radio"/> HH | <input type="radio"/> PMD |
| <input type="radio"/> DB | <input type="radio"/> LD | <input type="radio"/> SP |
| <input type="radio"/> DD | <input type="radio"/> MD | <input type="radio"/> TBI |
| <input type="radio"/> EH | <input type="radio"/> OHI | <input type="radio"/> TM |
| <input type="radio"/> EM | <input type="radio"/> OH | <input type="radio"/> VH |

Q 504 PLAN

- ☐ Yes

**R DATE OF
ENTRY INTO
U.S. SCHOOLS**

Month	Year
JAN	<input type="radio"/> 1 <input type="radio"/> 9 <input type="radio"/> 0 <input type="radio"/> 0
FEB	<input type="radio"/> 2 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1
MAR	<input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2
APR	<input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3
MAY	<input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4
JUN	<input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5
JUL	<input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6
AUG	<input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7
SEPT	<input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8
OCT	<input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9
NOV	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0
DEC	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0

- ☐ Unable to locate information

**S TYPE OF ESOL
INSTRUCTIONAL MODEL**
(Mark all that apply.)

- ☐ ESL Pull-Out Class
☐ ESL Class Period
☐ ESL Push-In
☐ ESL Newcomer Program
☐ Sheltered Content-Based Program
☐ Structured Immersion
☐ Mainstream With Accommodation
☐ Mainstream Without Accommodation
☐ Monitored

**T TIME STUDENT ENROLLED IN
ENGLISH INSTRUCTION**

- ☐ Less than 1 year
☐ At least 1 year, but less than 2 years
☐ At least 2 years, but less than 3 years
☐ At least 3 years, but less than 4 years
☐ At least 4 years, but less than 5 years
☐ At least 5 years, but less than 6 years
☐ At least 6 years, but less than 7 years
☐ At least 7 years, but less than 8 years
☐ At least 8 years, but less than 9 years
☐ At least 9 years, but less than 10 years
☐ At least 10 years, but less than 11 years
☐ At least 11 years, but less than 12 years
☐ At least 12 years, but less than 13 years
☐ 13 or more years

No LEP accommodations
are permitted on this
assessment.

SECURE MATERIALS. MAY NOT BE DUPLICATED.

520130-12525010022

PAGE 2

SERIAL#

Appendix B Forms



Office of Assessment

Agreement to Maintain Test Security and Confidentiality for District Test Coordinators and School Test Coordinators

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

As a DTC, I acknowledge that I have distributed TAMs to the STCs prior to the testing window and instructed each STC to read all sections of the TAM.

As a STC, I acknowledge that I have distributed TAMs to the Testing Administrators (TAs) and the monitors prior to the testing window and instructed each person involved with testing to read the TAM.

DTCs must review test security policies and procedures with the STCs and instruct them to read all appropriate materials and documents provided to them. As a DTC, I acknowledge that I have provided appropriate training for all STCs that included a discussion of test security policies/procedures and test administration procedures as outlined in the TAM.

STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials. As a STC, I acknowledge that I have provided appropriate training for all individuals involved in administering or monitoring the test and/or handling test materials. I further acknowledge that the training provided to the individuals included a discussion of test security policies and test administration procedures as outlined in the TAM.

Appendix B Forms

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral scripts, CD ROMs, signed administration scripts or videos) to the DTC or to the contractor, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

Appendix B Forms



Office of Assessment
Agreement to Maintain Test Security and Confidentiality
for Test Administrators

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

I acknowledge that I have the responsibility to read all parts of the TAM prior to the testing window.

STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials.

I acknowledge that I have received appropriate training for all individuals involved in administering or monitoring the test and/or handling test materials. I further acknowledge that the training included a discussion of test security policies and test administration procedures as outlined in the TAM.

I acknowledge that it is my responsibility, as a test administrator, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

Appendix B Forms

I acknowledge that it is my responsibility to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral scripts, CD ROMs, signed administration scripts or videos) to the DTC or to the contractor, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date

Appendix B Forms



South Carolina
Department of Education

Together, we can.

Office of Assessment Agreement to Maintain Test Security and Confidentiality for Testing Monitors

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to monitors prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. DTCs and/or STCs must review test security policies and procedures with monitors and encourage monitors to read all appropriate materials and instructions provided to them.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Assessment of State Standards, (PASS), Performance Assessments for the Selection of Gifted and Talented Students (Project STAR) or South Carolina Alternate Assessment (SC-Alt).

I acknowledge that it is my responsibility, as a monitor, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I (have read/will read) the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

Appendix B Forms

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all test materials to the STC or the DTC.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date



**South Carolina English Language Development
Assessment**

**SECURITY CHECKLIST SAMPLE
SPRING 2011 ADMINISTRATION**

District: 0101 MIDDLEVILLE

School: 001 MIDDLEVILLE ELEMENTARY SCHOOL

The following checklist contains all security numbers for test booklets and answer documents assigned to your school. To help you monitor the distribution of secure materials to test administrators, space has been provided next to each security number for you to enter the name of the test administrator receiving the material, the date each secure item is returned, and the reason any secure item was not returned when expected. Immediately inform your District Test Coordinator if a test booklet or answer document cannot be found after testing.

This checklist is for school use only. You have received one copy of this form. After completing the form, return a photocopy to the District Test Coordinator with each pickup of secure materials. Keep the original for your records.

Summary of Materials Sent

Item	Number of Items Sent	Secure Ranges Assigned
Grades 1-2 Reading, Writing, Listening, and Speaking Test Booklets	5	11000036-11000040
	5	11000041-11000045
	5	11000046-11000050
	5	11000051-11000055
	5	11000056-11000060
	5	11000061-11000065
	5	11000066-11000070
	5	11000071-11000075
	5	11000076-11000080
	5	11000081-11000085
Item	Number of Items Sent	Secure Ranges Assigned
Grades 3-5 Answer Documents	5	32000141-32000145
	5	32000146-32000150
	5	32000151-32000155
	5	32000156-32000160
	5	32000161-32000165
	5	32000166-32000170
	5	32000171-32000175
	5	32000176-32000180
	5	32000181-32000185
	5	32000186-32000190
	5	32000191-32000195
	5	32000511-32000515
	5	32000516-32000520
	5	32000521-32000525
	5	32000526-32000530
	5	32000531-32000535
	5	32000536-32000540
	5	32000541-32000545

Appendix B

School: _____

Description of the Testing Irregularity and Actions Taken (Please indicate test.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ELDA K–2 Spring 2011—Test Administration Manual
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Appendix C

Testing Students with Documented Disabilities

General Information

1. Definition of a Student with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

2. IEP and 504 Accommodation Plan Requirements

Students in grades K–12 with a current individualized education program (IEP) or 504 Accommodation Plan **must participate** in the ELDA. Students who have **severe disabilities** should have the speaking portion of the test attempted. A score of “no response” in this section of the test will indicate that the test was attempted for these students. If students with disabilities can take other parts of ELDA, they should do so. Students may participate in the assessment in the same manner as other students or with accommodations (reading, writing, listening, and speaking). The IEP or 504 Accommodation Plan team determines **how, not if**, a student with disabilities participates in the ELDA assessments. Decisions about accommodations must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

Accommodations and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. However, not all instructional accommodations are appropriate for a standardized assessment as they may invalidate the test results. Any standard accommodations (reading, writing, listening, and speaking) and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Accommodation Plan.

Changes made to the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations that are in the best interest of the student.

3. Allowable Sign Languages

The ELDA may be signed in American Sign Language (ASL), Pidgin Signed English (PSE), or Signed Exact English (SEE).

4. Labeling and Coding of the Inventory Booklet Cover

- Place a precode or single document label on each inventory booklet. Inventory booklets without labels will not be scored.
- Ensure that all applicable fields on the inventory booklets are coded correctly.

NOTE: *The contractor will not edit or verify any fields on the inventory booklet. If information is omitted or hand-coded incorrectly, the test(s) may not be scored correctly. Rescoring will be done at the expense of the school district.*

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South Carolina
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